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Huts and hard labour . . .

Wendy Berliner at the Incorporated Association of Preparatory Schools' Conference hears Lord Justice Lawton's tough solution to juvenile crime

Preparatory school heads in comfortable conference in Cambridge snapped to attention when an eminent senior court judge posed his solution for lawlessness among the young.

The idea of what amounts to tough work camps for sentences of up to 14 days found general approval among the 200 or so members of the Incorporated Association of Preparatory Schools, if the numerous applause which greeted Lord Justice Lawton's spirited address was anything to go by.

Up to Lord Lawton's speech, the conference had been ambling along at leisurely pace with predictable attacks on Labour's attitude towards independent education and assurances that preparatory school numbers were holding their own despite economic and political pressures.

Lord Lawton attacked the soft treatment of criminals, which he said was partly responsible for the rise in crime. He advocated huted camps, with hard living conditions, if useful strenuous work, such as building, was not available then hard physical activity like cross-country runs should be imposed, the idea being that the tired delinquent will not have the energy to be delinquent.

Lord Lawton said: "I think conditions ought to be hard. Discipline should be strict and the regime should be such as to stretch them physically."

His father, when governor of Wandsworth Jail, had achieved remarkable results with tough physical training, he said. The boys had been sent to Wandsworth for a variety of reasons, from truancy to stealing.

Some socialists would say the idea of camps would encourage toughness and generate admiration for delinquency for their own sake. "My knowledge of life leads me to think that other boys, while expressing admiration for his toughness will be deciding to do as he does, not to avoid his experiences," said Lord Lawton.

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We were first heading in the direction which would ultimately mean all children had to be educated by the state, taught by teachers trained by the state, with a curriculum dictated by the state. A democracy had respect for minorities, he said, and independent education was one of those minorities.

On numbers, he said he was "wonderfully encouraged" by the fact that numbers in the prep schools had remained fairly stable in the face of the falling birth rate and economic pressures.

Later, he said that in 1978 there were 72,000 boys and girls in IAPS schools which was an overall drop of 51 places on the previous year. Numbers of girls, however, was about 400 up. A decline in numbers of around 600 places in 1978 had been almost offset by a similar increase in the numbers of day pupils possibly caused by the need of some parents to have money complemented by a growing demand for boarding education or popularity of boarding education.

Mr Horley also announced that a merger between IAPS and the Association of Headmistresses of Girls' Preparatory Schools which has about 23,000 pupils in its schools is on the cards.

He emphasized how important he thought transfer at the age of 13 was to prevent a child from being exposed to the sophisticated world of the older teenager too early. The direct grant schools were to be congratulated for having "genuinely tried their way" to make entry possible at 13 as well as 11.

The new system of inspection, that the IAS has devised to replace the one withdrawn by the Department of Education and Science is to start next month. All new schools applying for admission to the association will have to undergo inspection modelled on DES lines but a satisfactory method of monitoring standards of schools already in IAPS has yet to be devised.

Mr Patrick Jenkin, chief Opposition spokesman on social affairs, told the conference of the difficulty of "attracting the best school and university leavers into industrial careers."

Survays showed that the young had wrong images of industry which made it unattractive as a career prospect. Sometimes the "wildest fantasies" were believed, he said. Low status led to low pay. For instance, British engineers were paid less than accountants, lawyers, chemists and physicists.

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Avoid vain gestures. Remember that the loudest voices played out in the world are those of the lost. Stand as required by the individual, not forced to clear away

Lord Lawton was speaking on the question "Law and Order—Are Schools in Danger?" The answer, he said, was "yes" but the schools were not to blame for the great increase in crime since 1945 was greater than that of others in the community.

He was reminded of the increase of crime by personal experience. Until 1945 only one person in his family and social circle had been hanged and that was in 1922. Nowadays, nearly everyone he knew was in and around London had been burgled, including himself. One friend had been burgled 13 times.

About 75 per cent of all burglaries were committed by youths under 21, said Lord Lawton, warning the schools against complacency. In believing the boys at their schools would do nothing as vulgar as to commit a burglary.

Some of his more colourful clients, it seems, had been to public schools, but it was hardly the sort of thing that would be recorded in the files of such celebrated schools. If the battle against increased crime was to be won our society had once again to become more disciplined, he said. The places where discipline should begin to be imposed were in the homes and schools. The courts and the penal system were the last stops of re-establishing discipline, law and order.

Localism, sociology and psychology had taken over with psychology and sociology. When he was a boy, the policeman on the beat who caught a vandal at work would cuff him and take him home in his parents to let them finish off the punishment with a good beating.

In a particularly acid attack on sociologists, he said: "Some seem as though they have been conceived in a test tube, put in an incubator for 35 years and turned out gawd with a PhD. They could never have been born or been boys and girls themselves."

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Working class drop back in university stakes

More middle class and fewer working class children are going to university, it was revealed yesterday. Statistics from the Universities Central Council on Admissions also confirm that the best A level results are gained by middle class children. The figures show the growing popularity of further education colleges both as places to take A levels and as a venue for failed university candidates and also reveal there are more students from the south-east of the country than from any other region in almost every university except those in Wales.

The demand for engineering courses continues to increase but the rate of increase has slowed down over the last year. Applications from overseas have slackened.

Students admitted to university last year from the professional classes amounted to 36 per cent of the total compared with 35 per cent in 1976 and 34 per cent in 1974. Butchers dropped from 25 per cent of the total in 1974 to 24 per cent last year.

A contraction in the number of jobs traditionally chased as menial together with an upward classification in others formerly regarded as semi- or skilled manual, may partly account for this apparent trend.

GCE A level results running from three As down to ABs were gained by 14 per cent of students from professional classes compared with only 11.6 per cent among children of blue collar workers. But at the

level of grades CDD down to students of all classes were equal. Applications to university FE institutions last year were 15.2 of the total compared with 17.6 the previous year. Of the 15,200 accepted, 10,000 were accepted by UCCA last year went to a further education college. In 1975 the figure was 8,300.

Only in the north-western universities of Manchester, Salford, Liverpool and Lancaster and in the University of Wales do local students outnumber those from south-east. The admission of 29,665 students from this region to universities last year was nearly twice the total in any other region. The north was next with 15,221.

Numbers wanting to study engineering, technology and agriculture have increased notably since 1974. Despite this UCCA announced that this year's vacancies remained at 26,000. The UCCA lists 26 courses and the information is of vacancies at 15.

Last year UCCA placed 9,900 students in October, September, a indication of the places available at the start of this month. Applications for the coming term should be sent to UCCA by September 15.

Statistical supplement to the UCCA Report, 1976/77, UCCA, Box 28, Cheltenham, Glos. GL50 2JH.

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Tories in conflict on choice

Parental choice, the most important plank in the Conservative Party's educational platform, has led to a clash with supporters at local level. While Mr Norman St John-Stevas, the Shadow Education Secretary, has been insisting on the importance of giving parents as much freedom as possible in choosing schools for their children, some Conservative-controlled authorities have found that it is not always possible in practice.

And where a Conservative parent living in a Conservative-controlled local education authority has not been able to get his choice of school, there have been complaints and questions about exactly what Conservative policy is.

Local Conservatives faced with having to administer strict zoning schemes in their areas, which cuts parental choice in the minimum, have been obliged to confront the national education spokesmen by outlining the difficulties created for them.

Mr Malcolm Thorntorn, Conservative chairman of the education committee of the Association of Metropolitan Authorities, said: "What we are saying is that there should be parental choice wherever possible, but it is not always possible."

The difficulty with parental choice is that while one school in a town may become quickly oversubscribed because it has a good reputation, space in another school may be unused.

In the country areas there may be no real choice because there may be only one school within reasonable travelling distance of scattered communities.

Although Conservatives at local level are generally convinced that parental choice is a good thing, they feel that too to be tempered with practicality.

Mr John Herrell, Conservative chairman of the Association of County Councils, said: "Carefully chosen and used, the Conservative members of the association believe there should be choice wherever possible, but there must be a realistic view of what you have to qualify to."

"I have had discussions with senior educationists involved in education in the Conservative Party, and I think my colleagues and I are now in a much better position. They do know the difficulties."

Mr William Shelton, one of the Conservative spokesmen on education, denied there was any split between local and national feeling on parental choice.

Wendy Berliner

The Government is making far less progress in the reorganization of state boarding schools on comprehensive lines than it is with reorganizing day schools according to research carried out by Britain's radical pressure group for comprehensive reorganization.

More than two fifths of the state's 400 boarding schools are still not comprehensive, concludes the Campaign for Comprehensive Education in which Mrs Caroline Benn, wife of the Secretary of State for Education, is a leading figure.

Even more worrying, says the Campaign, is that more than a quarter of the schools are not even progressing to go comprehensive but in fact the Government is not planning for any change.

Under section 2 of the 1976 Education Act, the Education Secretary can decide not to ask for comprehensive reorganization of a school, but a selective intake to balance its ability ranges.

The article quotes a national newspaper advertisement earlier this year placed by North Yorkshire County Council offering boarding places for boys. It said: "We are looking for five schools, four of which the advertisement is at pains to point out, are grammar schools. The county is now talking about closing these down. If the school governors agree."

The advertisement makes it clear that additional places are available to children outside the county area.

Lucy Ho

Bob Doe at the British Educational Research Association conference in Leeds

Primary children do 'nothing' for much of the time

Big discrepancies in time spent on teaching English and maths in primary schools were revealed this week at the British Educational Research Association conference in Leeds. And, it was said, there are "quite large amounts of time" when children apparently do little or nothing.

Dr Neville Bennett, of Lancaster University, said that the Schools Council then Plan Schools inquiry which investigated three weeks' work in 23 urban and primary schools showed that time spent on maths varied between two and seven hours a week. In junior schools 17 per cent of the week was given over to maths work. In infant schools it was 16 per cent. Language work took up between 10 and 12 hours. Junior schools averaged 30 per cent of their time on this work, though the range was as wide as 16 per cent to 47 per cent. Infant schools averaged 37 per cent, ranging between 28 and 48 per cent.

The next biggest consumer of time was "administration and transition" — things like registration and moving about the school from one subject area to another or waiting for teachers. Junior spent 13 per cent of their time on this and infants 22 per cent.

It could not be assumed, he said, that all time spent in this way was wasted. Infant teachers had claimed, for instance, that tying up a child's shoelaces after physical education was a legitimate curricular activity. Arts and crafts and drama accounted on average for about 10 per cent of the primary week, though the range was from 2 per cent to 21 per cent in junior schools.

Boyle warns of serious job and training shortage

There is a serious shortage of jobs and training for teachers, says Lord Boyle, vice-chancellor of the University of Leeds, and the chairman of the committee of Vice-Chancellors, told the conference.

Too many short-term research posts had been awarded in the last few years, he said, because universities were short of funds, and it was not possible to reduce the number of posts in overstuffed departments. This was causing concern.

It was also worried about the same shortage in postgraduate education.

London increases upheld

A 13.5 per cent increase in allowances for 108,000 London teachers has been agreed by an independent arbitration panel. Although the panel had only offered a 10 per cent rise, which would have been £3,41m, the arbitrators have found an extra £1.19m to add to the kitty.

They recommend that teachers and employers should decide among themselves how to divide the money between the three groups of teachers who qualify for London weighting. But they insist that the fringe group of teachers who are outside Outer London should receive the same share, even if it is small.

The extra money was discovered by taking a close look at the last teachers' pay rise. This was declared at the time to be worth 10 per cent. But because figures were rounded down to multiples of three to make it easy for computers to work out monthly pay cheques, the actual award was worth only 9.95 per cent and this left enough to increase the management's offer. The teachers had claimed 35 per cent for Inner London and 19 per cent for Outer London.

In cash terms, the current allowance for Inner London—£402, Outer London—£297, fringe areas—£150.

The teachers wanted him raised to £501, £339 and £162 respectively. The management offered £459, £308 and £150. Stalemate was reached and the issue went to arbitration.

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Also under attack are local authority boarding allowances which average £18 a week. For those who are on comprehensive schools could produce many pupils who needed boarding urgently but who could not find places.

The report says: "This is yet another area which should be opened up for discussion to see to it that costly places really are going to those in greatest need rather than to those with the greatest knowledge of the way the system works, or many other cases."

The campaign suspects that in some of these cases there is no need for boarding education, but it is just a way of

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British Association for the Advancement of Science annual meeting, Bath University. Caroline Haydon reports

Police appeal for wider liaison with schools

Better education, not more repression, was the answer to rising crime rates, the conference heard in an attack on the tougher penalty of the recent law and order debate.

Mr John Alderson, Chief Constable of Devon and Cornwall and former commander of the Police College, set out a blueprint for a new style of community and preventive policing which would begin in the classroom and actively involve all social agencies.

Preventive policing had already proved its worth in schools in the south of England where there had been a fall in juvenile crime, he claimed.

Repeated faith in reaction and penalty was not enough. Licence had to be checked and firmness displayed if excesses were to be contained, but the idea that some freedoms could be taken back again to make society a better place was "a formula that will not work".

The erosion of questioning obedience to authority in all its forms had created the challenge of a new enlightened society. Instead of repressive action dependent on power, fear or coercion a new authority was needed, combining trust and understanding.

If the defeat of authoritarianism has paved the way towards excessive morbidity in crime then all the more reason for haste in eradicating the new champion, crime, to take its place, he said.

But it is more difficult, he said, than to destroy. It was the educators who taught our children to challenge the statements of their elders, to expose the ignorance of the parents, to demand the source of the policeman's authority, even to show pupils how to go on strike.

"They let the genie out of the bottle as they have always done, leaving a dangerous history, their own roll of martyrs to the cause of enlightenment. Now we ask for the same measure of energy and dedication towards the new social control and containment of excessive and unacceptable criminal behaviours."

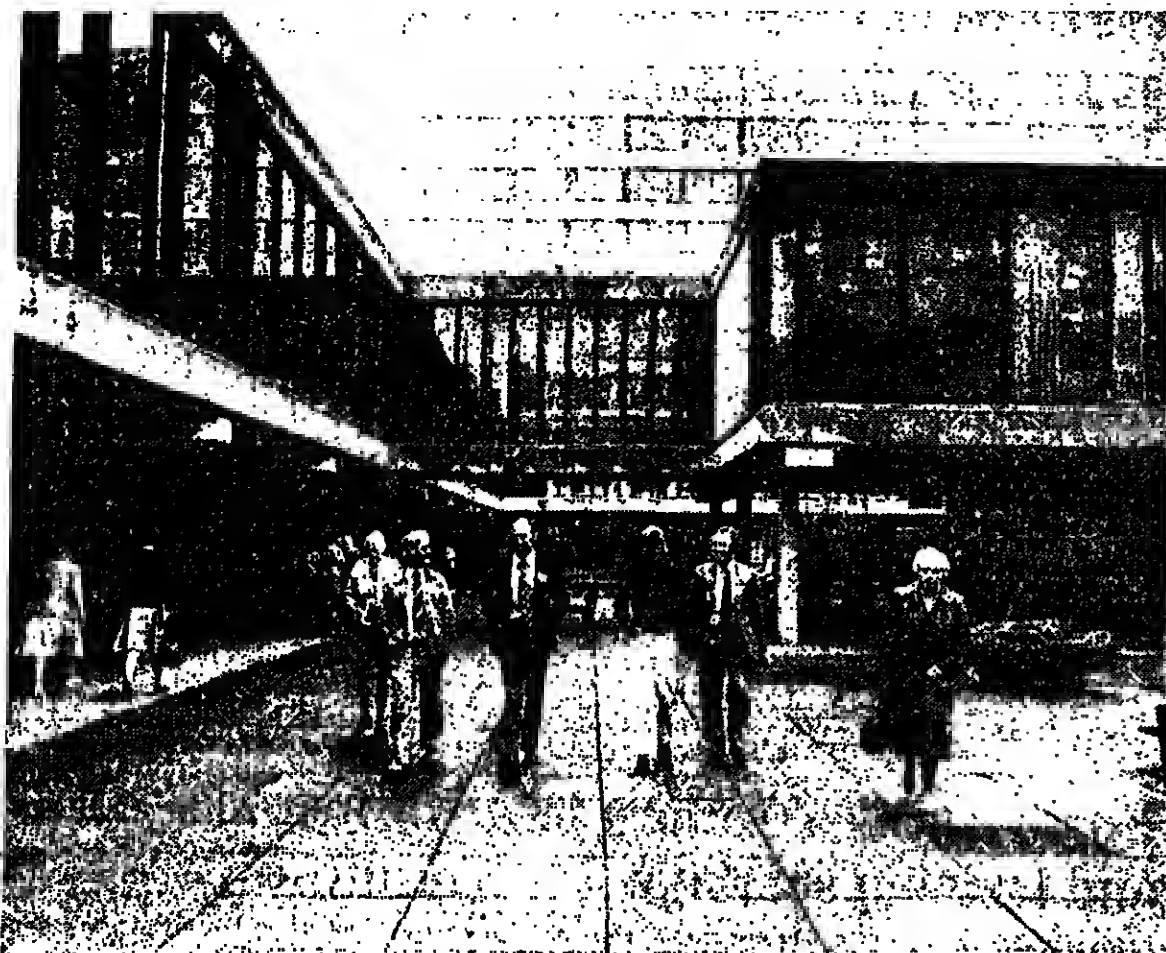
Good working relationships must be established between the police and the school community, he said. In Devon and Cornwall 21 specially trained officers, under their own inspectors, had helped 1,000 pupils and parents by being available for consultation.

The system had worked well for two years and the results had been "most encouraging".

Mr Alderson called for:

- Imaginative police involvement in education at all levels, including active and flexible school programmes and special projects.
- The establishment of police teams to help identify crime problems and identify communities by breaking down barriers and removing tension.
- More training for police officers and school staff in the education of children.
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People had a vital role to play in preventing the worst of crime, he said, and communities must be encouraged to work together.



The conference centre at Bath University

Call for more ancillaries

A plea for more ancillary staff in schools so that teachers could get on with the job of teaching came from Miss B. C. Hanks, headmistress of Highgate School, Blemington.

Teachers were too often worn out trying to do jobs which were not properly theirs, she told the conference. Most teachers nevertheless "did amazingly well" but their achievement was often at tremendous cost to themselves.

A better ancillary service including clerks, technicians, librarians and five-aids assistants, would help teachers to use their time as it should be used—planning and developing the curriculum, organizing resources and providing pupils with individual attention.

"At present too much time has to be spent by the teacher on chores—mending projectors, reproducing worksheets, writing lists," she said. "All these tasks, and many more, could be done at least equally efficiently by other employees."

Teachers had needed a variety of techniques and approaches to help them to cope with increasing numbers of older pupils in schools.

In his 40 years he seemed likely that all youngsters would be in education of some kind until 18, partly because of unemployment, partly because the other side of the coin of automation and unemploy-

ment was the need for highly educated and skilled people, and partly because employers seemed increasingly unwilling to take on trainees.

We were already teaching all pupils until 16 and were likely to teach more pupils and more older pupils.

"The fact that we help pupils until they are older and so used to treat them in a more infant way is underlined by various changes within our society which also mean that a different approach to young people is necessary," said Miss Hanks. "It is much more necessary now to discuss and persuade at all levels of society than to tell, as every employer knows as well as every parent, let alone every teacher."

This could be a good development were it not for the fact that there were also more family difficulties. More one-parent families and much greater abdication of responsibility on the part of many parents meant that young people were not obedient to authority in the same sense as they once were.

Schools should be careful to provide a secure, caring framework for these insecure young people, as well as being adaptive to change. More individualized learning was needed, as well as more discussion and the school should be much more a resource for learning than a teaching machine.

Psychologists told: give us answers, not questions

If drug companies marketed the drugs with the same ardour as psychologists sold their ideas to teachers, most of us would be dead or maimed, Mr David Hargreaves, reader in the department of education at Manchester University, told the psychology seminar of the conference.

The fault lay largely with a system which defined any sort of applied psychology—like educational psychology—as somehow inferior to basic psychology, he said. The consequence, outstanding students were recruited into advanced research and careers in mainstream aspects of the disciplines while less good students were dispersed into applied fields.

The intellectual quality of research in educational psychology combined with the pressure on them to produce rapid applications, created that much of their work acquired a character of unquestioning dogmatism, overconfidence and over-simplification.

When basic ideas, such as logic, generic testing, were carried over into the applied field, important transformations occurred. The intellectual and tentative status of ideas, as well as the caution which claims were made for, tended to disappear and be replaced by what, from a scientific point of view, was often an unwarranted confidence and optimism that a solution to an educational problem had been found.

"What teachers want from educational psychology is answers, not questions," he said. "They want the authorization of decisions, the names of science, not the production of provisional, qualified, statements."

As in the case of the 11-plus test, a new industry could arise to develop the application of an idea and this could lead to its distortion.

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Reports by Bob Doe

Give us a cut of defence spending, says president

Some of the enormous defence budget should be diverted to education to nurture wastage of British talent. That was the message of this year's president of the British Association for the Advancement of Science, Professor Dorothy Hargreaves.

Professor Hargreaves, a molecular biologist, said nearly 43 per cent of the Government's spending on research and development went to defence. The remainder was falling by what, from a scientific point of view, was often an unwarranted confidence and optimism that a solution to an educational problem had been found.

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Bright don't suffer in mixed ability science, researcher claims

Able children do not suffer in unstreamed science classes, Mr Jim Harvey of Bath University told the conference.

He claimed the findings of his study of mixed ability classes were in direct opposition to those of Her Majesty's Inspectorate in the recent report, *Mixed ability work in county and girls' schools*. Not only was there no sign of able children underachieving, the Inspector's claim that the less able did better in mixed ability classes was not entirely borne out.

Mr Harvey's study of seven first-year science classes indicated that those scoring just below average on a verbal reasoning test consistently under-achieved in science.

The above-average ability groups achieved as well as had been hoped. Their performance is certainly better than the ability group below

them and there is no evidence of their underachieving.

"There is no way we can measure whether they have worked to their full potential, a criticism equally true in streamed situations. We can only say they have achieved better results than the ability group directly below them."

Mr Harvey also found a wide difference in the performance of boys and girls. The disappointing results of the girls clearly showed that they formed a separate group. Less able girls performed better than less able boys but the more able girls worse than the more able boys.

It may well be better to teach the two groups separately since the needs of the boys almost certainly differ from the needs of the girls. "Science at present tends to be sexist. In particular the Muffield sciences are biased towards boys and until we make physical science non-sexist we are unlikely to change the values and attitudes of the girls."



Professor Wrigley: "APU work will affect the curriculum."

APU team leading way to common core

Testing by the Government's Assessment of Performance Unit will help to determine the common core curriculum, said Professor Jack Wrigley from Reading University, who is a member of the unit's consultative committee.

"Take with a pinch of salt statements which suggest the APU work will not affect the curriculum," he said.

"On the contrary, the procedures being followed by the APU will have an important influence on the curriculum and therefore on the idea of a common core curriculum."

In the end, the backwash, or influence will be quite sharp because of the combination of constructive thought, about the content and the testing in depth.

It is very difficult to see how children can be treated with proper solicitude in very large classes, and particularly if they come from overcrowded homes."

Professor Hargreaves complained that Britain had far fewer research scientists per head of the population than comparable countries. The figure for the United Kingdom is 10 per 10,000 whereas in Russia it was 36 in the early 1970s, in the US it was 25, Japan 23, West Germany 19 and France 11.

More women should be encouraged to take up science. Only 22 per cent of the natural sciences students in the UK were women compared with 48 per cent in Yugoslavia, 49 per cent in Portugal and 69 per cent in Bulgaria.

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Science as part of life

Science teaching should be taken out of the laboratory and out of the hands of scientists, said Professor John Hargreaves of Keele University's education department.

He told the education section that science education "was like an old-fashioned which at a time when we had all but about five per cent of the population who were interested in science, it was a very narrow field."

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Projects: 'involve the teachers'

Many of the projects designed to improve pupils' understanding of technology and industry failed because teachers were not involved in them, said Dr Ray Page, science and mathematics adviser to the London borough of Bromley.

In the curriculum, a session on science and technology in education he said the sources of such material tended to be national rather than local. "As a consequence teachers expected to use the material have not been involved in its production so they tend to play a passive role in using it. Also local resource and community needs get largely, if not entirely, ignored."

He criticised the HMI's ideas on a common core published last March in a booklet called *Curriculum 11 to 16*. He called it "disappointing" and said it revealed the Inspectors' bias against the curriculum development of the past 10 years.

He was also worried about two aspects of the APU's work. The test questions must not be shaped to suit the teachers at the expense of what they were supposed to be measuring, he said. The questions must test the worthwhileness of things that pupils could do.

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Professions advised to try togetherness

Professions must work together to improve educational standards, said Mr David Hargreaves, chief education officer for Devon and Cornwall, opening the conference's education debate. The point was the first time so many people had gathered to discuss education.

The system had worked well for two years and the results had been "most encouraging".

Mr Alderson called for:

- Imaginative police involvement in education at all levels, including active and flexible school programmes and special projects.
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Third, it had not created in terms of mass education, the educated person the civilized, politically literate and urbane person.

It was not common for parents, teachers, employers, doctors, police, ministers of religion, social workers, and lawyers to acknowledge that they can work together in the name of education," he said.

It is excusable if we assume that education is still to be regarded as a private matter, which happens in schools, but forget that there are other learning institutions."

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John Owen: "Teachers are isolated for attack."

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School to work

More stirrings in Dockland

by Rosemary Harill

A community education project in the Isle of Dogs, in London's East End, was described in an *Aristides* item on July 14 under the heading: "Stirrings down in Dockland". This produced some interesting new stirrings.

The project was designed to produce resource materials for a community school and provide work for unemployed teachers. *Aristides* described the setting up and funding of the project by Nelson, the educational publishers, SGS Associates, who design and produce school materials, and the Manpower Services Commission.

A week or two later, the *TES* received a letter from the teachers concerned in which they dissociated themselves from the views of the sponsor expressed in the article and claimed that the project was inadequately planned.

"The interest of this sponsor", they claimed, "was to be able to say that they had been responsible for the project, while at the same time expecting to be able to defuse what work the researchers would carry out in the hope that some of their material might be useful for future publication. Our definitions are different."

It all began last autumn when the Manpower Services Commission, Mr David Worlock, executive publisher at Nelson, Mr Tim Sherwin, managing director of SGS Associates and Mr James Leech, head of George Green's Community School, advertised for five researchers, a project leader, an administrative assistant/secretary, and a graphic designer. The idea was that they would work from November 1977 to November 1978 with the possibility of a short extension.

They would be based at George Green's Community, part of a purpose-built community centre.

"We entered into it ideally", says Mr Worlock. "School visits are part of our daily lives. We could see the great loss of people because of teacher unemployment and, on the other hand, teachers in schools who didn't have enough time to prepare their own materials."

The Manpower Services Commission agreed to put in £26,300.

SPECIAL ANNOUNCEMENTS

WEEKEND GROUP WORKSHOP

for people involved in working groups such as committees, teams, tutorials, seminars, planning and discussion groups. The aim is for members to learn and understand more about what goes on in groups, and to be able to use this knowledge to behave more effectively in them.

Conveners: Hazel Davis
John Abercrombie

November 17th
November 18th

10.30am-12.30pm
1.30pm-3.30pm

Application forms and further details from:

The Institute of Group Analysis
Bickenhall Mansions
London W14 9LE

under the job creation programme and the two publishers contributed a further £2,700 for administration, transport and equipment. Out of 200 enthusiastic applicants, the only one chosen who had teaching experience beyond teacher training was the project leader, Mr Vivienne Thom, who had about five years' experience in social studies.

Any profits accruing from the project would be returned to the MSC.

The sponsors did not want to restrict the team by laying down too strict an area of research, so the team began by considering a wide-ranging list of questions suggested by the sponsors.

Among these were: Which needs of secondary schools with reference to learning materials or experiences are not being adequately satisfied from existing sources, such as educational publishers or Schools Council projects? Is there a need for further development of theoretical frameworks? Or is the development of practical resources the most urgent priority? What are the advantages and problems involved in the domestic preparation and testing of materials?

Two months later, the team was flourishing. All concerned are agreed that the original brief should have been much more precise.

"The team began producing a range of curriculum material," says Mr Worlock, "for the East London Marine Venture, which piles up and down the river between Battersea and St Katherine's Dock, social/night vocabulary literacy material, and a book on new ideas in an urban environment, a detailed study of the development of the docks, and a study of the environment to the Isle of Dogs."

Of one of the projects, a team member said: "It's as well produced as you could expect from people who have no experience of that kind of work." The area researched, however, have not always met the curricular needs of a busy staff already used to a high standard of support material from the schools' resources department.

All along there seems to have been poor communication. Annemarie Turnbull, who worked on the social sight vocabulary literacy material, says that the greatest problem regarding its development was the i.e.a. regulation that only Teachers (not researchers) may test the material in the classroom.

It was frustrating, she said, having to sit quietly in the background. This was news to Mr Learmouth, the head of the regulation, in fact, only insists on a teacher being present. Researchers are free to demonstrate test materials themselves.

All the team are keen on developing closer links within the community, and in the spring they prepared a paper of ideas for various sections.

The reluctance of the sponsors, however, was reluctance to initiate projects that neither the i.e.a. nor Tower Hamlets borough would count themselves to continuing after the end of the project. More disillusionment.

Despite the problems of inexperience, insecurity, and a certain vagueness in the areas of responsibility, some good has come out of the project and given the chance should continue to do so.

The project, however, have been well received, and the group is working on support material and ideas for this new social studies course at the school which starts in September.

An application has been made to the MSC for an extension under the Special Employment Programme (STEP).

David Worlock says now: "The question of responsibility does present a genuine dilemma, and I don't know if we'd do it any different if we were starting again. We didn't want to over-direct what was by its nature a very sensitive group, and to give a tighter brief in an area like community education would be like saying 'it's yours not going to get everything right in six months or a year'."

The Isle of Dogs project is by no means the only job creation scheme to have inherent troubles.

If nothing else, as one member said, "the project has certainly taught us a lot about the practical side of producing resources."

Is exploitation inevitable in pocket-money jobs?

When the MP, Mr Glynis Roberts, criticized employers for exploiting schoolchildren in part-time and temporary jobs, she was not alone. A quiet unease already existing among many parents, teachers and children.

Among the examples quoted were those of a 13-year-old earning £2 for eight hours work and a 14-year-old earning £1 for six hours.

Mr Roberts, who is Labour member for Croydon, subsequently received details of other cases where children seemed grossly underpaid, including that of a teenage boy who received £10 for several weeks' labouring on a building site.

The National Union of School Students estimates that about 35 per cent of Britain's 3,000,000 schoolchildren do some kind of paid work in their spare time, earning out of school hours between £1 and £10 a week.

Most parents and teachers, however, agree that part-time employment, though it is a valuable introduction to the world of work, is a valuable introduction to the world of work, is a valuable introduction to the world of work.

The conditions under which a child works are mostly set down in local authority bylaws, which vary considerably from region to region. Pay for children under 16, however, is outside the scope of any legislation.

Mr John Munford, the union president, said there is evidence that children are being used as "sweated labour" doing jobs for which adults would have to be paid far more.

Newspapers, he claimed, are often culpable in paying an average of £4 a week for a paper delivery round which involves eight or nine hours' work.

in them should receive the minimum rates. Wage council orders are, however, notoriously difficult to understand and even more difficult to enforce.

The Local Pay Unit, which is planning a research project on young workers, has long voiced concern about the number of employers paying below the legal minimum. It claims that children are particularly vulnerable to exploitation.

We are talking about legal minimums which are themselves very low, perhaps around 70p-75p an hour, said Mr David Jordan, Local Pay Unit officer. There is evidence to suggest that schoolchildren are often paid well below this, while the regulations governing hours are widely flouted.

Industries such as retailing, catering and agriculture, with poor records as employers, exist on high labour turnover and welcome teenagers who move happily from one job to another.

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TUC backs quota plan for young unemployed

TUC delegates in Brighton this week accepted without dissent a proposal that legislation might be considered to compel employers to take on a proportion of young people in the same way as disabled people.

The motion, moved by Mr Harry Ward, general secretary of the National Society of Metal Mechanics, spoke of the TUC's "serious alarm" at the level and growth of unemployment among the young.

It called on the Government: "To take urgent steps to reverse this social-destraining trend in our society."

Mr Wood said that of 1,609,000 unemployed people, 441,000 were under the age of 20. Of these 50,000 had been out of work for more than six months.

The social consequences of young people leaving school to immediately join the dole queues will bring about a dangerous situation which we shall find difficult to contain, he said. "The frustration of young people could spill over to a division in the mind between young people and middle-aged."

Larger firms in the United Kingdom were resisting the employment of young people, while smaller firms, where the majority of people got jobs, paid them wages and exploited them, claimed.

"Unless we do something about them, the young people at generation will not suffer from the same fate as the older generation, they will reject the democratic fight for and turn to the streets."

Accepting the motion for a general council, Mr Harry Ward said they had to think about any sort of quota system employing young people.

"We already know that a proportion of industrial and commercial employers are not taking the work in schools," he said. "We need to help them to do so."

Writing in *New Scientist*, he said that the conflict between schools and employers should be resolved and both sides should seek to do each other out.

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TUC delegates in Brighton this week accepted without dissent a proposal that legislation might be considered to compel employers to take on a proportion of young people in the same way as disabled people.

The motion, moved by Mr Harry Ward, general secretary of the National Society of Metal Mechanics, spoke of the TUC's "serious alarm" at the level and growth of unemployment among the young.

It called on the Government: "To take urgent steps to reverse this social-destraining trend in our society."

Mr Wood said that of 1,609,000 unemployed people, 441,000 were under the age of 20. Of these 50,000 had been out of work for more than six months.

The social consequences of young people leaving school to immediately join the dole queues will bring about a dangerous situation which we shall find difficult to contain, he said. "The frustration of young people could spill over to a division in the mind between young people and middle-aged."

Larger firms in the United Kingdom were resisting the employment of young people, while smaller firms, where the majority of people got jobs, paid them wages and exploited them, claimed.

"Unless we do something about them, the young people at generation will not suffer from the same fate as the older generation, they will reject the democratic fight for and turn to the streets."

Accepting the motion for a general council, Mr Harry Ward said they had to think about any sort of quota system employing young people.

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Fourth International Conference on Higher Education. Bert Lodge reports from Lancaster



£8 fails to tempt top leavers

At least four per cent of the boys and five per cent of the girls who left school as soon as they could last year would have stayed on if they had been paid £8 a week. Most of them were in the lower ability band (30 per cent) group, although half the boys and 62 per cent of the girls were sitting eight or more GCSE or CSE subjects. In the top 30 per cent ability group of leavers £8 a week would have tempted only one boy in 10 and just over a third of the girls to stay on. Even £15 a week—probably double what is politically feasible—would have held only one quarter of all high ability boys leavers and a third of the girls.

These findings, from a survey carried out by the Institute for Research and Development in Post-Compulsory Education at Lancaster University and presented to an international conference on after-school education held there last week.

The survey confirms that the Robbins finding of 1963 that a considerable number of pupils who could cope with higher education still prefer to leave, particularly those from working class homes, is still valid.

Nearly 3,000 15-year-old pupils and 120 schools, some independent, in Lancashire and Cumbria took part in the survey. Through it is now with the Education Secretary, the researchers, Mr Oliver Patten and Mr Alan Gordon, emphasized last week that Mrs Shirley Williams was unaware of the findings when she announced in May the Government's intention to pay maintenance grants of about £7.50 to pupils over 16.

The final part—discovering the income of pupils' families—is expected to be completed in the autumn. This, too, should interest Mrs Williams in view of her declared intention to make the grants means-tested.

When the grant was first mooted—without specifying a sum—42 per cent of boys leavers and 49 per cent of girls said they might stay on. In the top 10 per cent of the ability range 60 per cent of boys and 53 per cent of girls who intended to leave said they could be tempted to stay on. It turned out that many of them would expect upwards of £15 a week.

Most leavers in the top ability bands were not, however, planning to finish with education altogether. Most intended to carry on with some kind of study. But one in five of the boys and 15 per cent of the girls in the top 10 per cent of the sample group intended to leave school and start work at 16.

Pupils who were attracted to stay on with the promise of a grant

were less likely than others to say they were leaving because they did not like school. "Monetary help cannot easily overcome the dislike which some pupils feel for their schooling," say the researchers.

Yet, when asked for the single most important reason for their decision to leave, most intending leavers said it was because they wanted some money of their own.

The question of parental support affected pupils' decisions, say the survey, particularly since schooling between the end of compulsory education and the beginning of a designated higher education course attracts no financial support.

Pupils who would have considered staying on with grant aid were more likely than those who were not to say they were leaving because their families needed the money they could bring in as workers. Twenty-eight per cent of boys and 36 per cent of girls from the potential stayers gave this as their reason.

Pupils who were markedly less likely to consider staying on with financial aid came from the skilled non-manual or skilled manual families.

"Perhaps because many of their fathers worked part-time qualifications these groups are most likely to intend leaving for a job and part-time study."

The full-time Committee found that the children of non-manual parents were six times more likely to reach full-time education than the children of manual workers. The Lancaster survey suggests that with the promise of a grant this discrepancy still exists.

Among children of professional classes 73 per cent of boys and 66 per cent of girls intended to go on to full-time higher education. Among children of unskilled manual workers the figures were 33 per cent and 9 per cent.

Even in the top 30 per cent ability band, judged capable of achieving A levels, only 36 per cent of boys and 38 per cent of girls from working class homes intended to carry on beyond 16 compared with 70 per cent and 61 per cent respectively among the children of non-manual workers.

"It is clear... there is a very considerable reserve of talent," say the researchers. "Even in the professional group there are twice as many 'unambitious' girls as boys and four times as many 'severely' so. But the differences are considerably sharper across classes than sexes."

The sons of manual workers of whatever skill level were nearly four times as likely as the sons of professional parents to be unambitious. Working class girls, unlike middle class girls, took much the same line as their brothers.

The researchers conclude: "It is clear that under-achievement, doubtless leading in some cases to under-achievement, is still widespread throughout most (non-professional) sectors of the population." We are wasting three or four times more talent than we should.

The National Union of Students is asking its members to prepare for two weeks of campaigning on grants for the 16 to 19 age group, starting on October 30.

Of the 300,000 students currently on full-time further education courses only one in 10 gets any aid of grant. Miss Penny Cooper, union treasurer, said this week.

"Those that do average only £22 a week. The NUS wants grants for the whole of the 16 to 19 age group of at least equal to the supplementary benefit available to the unemployed."

The NUS has so far received 4,000 inquiries from parents about how to convert subscriptions to their children. These are teachers provided the covenant extends over seven years.

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SCHOOL HOLIDAYS 1979

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Sport

Gail can now get back to her judo

Gail Entwistle, an 18-year-old black belt and a member of one of the best known families in judo circles, has been awarded this year's OCS sports scholarship to Bath University. She will join canoeist Martyn Hodges and golfer Malcolm Lewis, who are already there. All three are sponsored by Office Cleaning Services Limited.

The sports scholarship was the idea of Tom Hudson, director of physical education at Bath. It enables a graduate or postgraduate, who is academically well qualified and of international standard on potential in his or her chosen sport, to spend an extra year at the university in concentration on that sport, with expenses met by OCS.

Two other companies are now also sponsoring scholarships at Bath, and a scholarship has also been established at Liverpool University.

Gail, who is taking a degree course in biochemistry, is a native of Portland, in mid-Glamorgan. Until recently she studied at Porthcawl Comprehensive School. Her family is probably unique in Western judo annals. Not only has Gail been a judo exponent for several years, her four sisters, two brothers, mother and father have achieved distinction in the sport.

It took Gail six years to gain her junior black belt. In that time she collected a score or so of gold and silver medals, including the open championships of the two British official judo organisations.

In 1973 she took part in both the junior and senior open championships, gaining a senior trophy for the best performer under 18. Within a few months—while still a member of the junior team—she had won herself a place in the British senior women's squad at Crystal Palace.

Gail Entwistle: conflict ended.

the youngest ever to do so, and the only girl to be a member of both squads at the same time. She followed this by getting a gold at the young women's championships.

Her first major disappointment came when she was chosen for the senior women's team in the Dutch open. The international judo Federation ruled that, at 14, she was too young.

Before 1974 was out she had taken her first "Dent" thus gaining her senior black belt, and reached the quarter-finals of the British open championships. The following year she regained her place in the senior squad and represented Great Britain in Holland. Later the same year she took part in the European championships in Munich.

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No longer one foundation

Daphne Rock reports on a curriculum innovation which foundered on the rock of a departmentally based school

In a quiet way, a curriculum change that seems to have major implications for British schools has recently lived and died in my school. The death is at least as important as the life because it shows the problems we meet when we discover that curriculum change implies change in the whole process of education.

Library shelves sag under the weight of worthy pronouncements on education. For a time the accumulation of good theory tends to convince teachers that, given time, valuable changes will occur in schools. Schools, however, see the solutions proposed by the theorists as excessively difficult to implement.

Teachers see a little prospect of the theories becoming practice, and although there are head teachers who are willing to tackle the problems change involves, most schools seem to settle for leaving theory where it belongs—on the written page—and for allowing practice to evolve so slowly it is already out of date when it comes.

There is evidence in many schools of

attempts to change the narrow and compartmentalized curriculum—first year integrated courses, CSE integrated courses, the General Studies Mode 3 O level, for example. But these experiments remain isolated.

Our fourth year CSE foundation course was not essentially different from such experiments: it was not revolutionary, and its scope was limited. Yet its planned and logical development failed to take place.

The history of this course is the history of a curriculum change which attempted to marry theory and practice, that demonstrated considerable educational value for teacher and taught, yet failed to consolidate itself and grow, because it was an innovation from the bottom which began to imply a change in the whole structure of the school.

The genesis of our innovation lay in the well-documented plight of fourth and fifth-year students, whose achievement in examination terms would be fairly small. As school-leaving time draws near, the aims of the student and of the school

tend to converge or diverge. We were concerned about the group whose aims diverged.

The course we worked out was concerned not only with caring—though care was indispensable—not only with the control of the school-based curriculum, not only with the organization within which care and content blended, but with the instruments without which all theory remains theory—the teachers.

We saw a great wastage in the fourth year—a wastage of students who had ideas and energy and a great potential for changing society (though seldom adequate reading and writing skills to develop the potential), a wastage of teaching time and materials where aspects of "subjects" were never constructively linked, a wastage of community resources at a time when students were coming close to joining that community at work, and a wastage of teacher energies and abilities, which recoiled again and again from the blank wall that "did not know what history had to do with getting a job".

We began with subjects, arguing the specialist views of the world had been mending for our students until they had a picture of the world they lived in, and which to put the views. The subjects through which we worked were history, geography, English and commerce. Combination over a larger area would have been better, but was organizationally impossible.

We worked out units of study covering such subjects as population, work, education, money and many others. Our teacher would take one class for 12½ minute periods a week, and we would spend two or three weeks on each unit.

In this way a class became very familiar with the teacher, who in turn became familiar with the strengths and weaknesses of each student, including literacy skills which would be encouraged consistently over various subjects. Fairly high absenteeism, so often linked with home problems, could be dealt with more easily when a new unit began regularly.

Each unit was planned around a whole afternoon, when the students could go out of school for practical demonstration of what was learned in school. These visits were a vital factor. The students learned to travel, arrive, introduce themselves, conduct an interview, often with a teacher.

School often seems to reinforce a view of life as one great television screen—events produced in some mysterious way and happening totally independently of personal action. If you go to a factory, a bank, a town hall, an old people's home, that television screen comes to life.

and the school environment is very agreeable. The children are taught in facilities: language, science and mathematics, environmental and social studies (history, geography, science), design and art (including home economics), expression and creativity.

The design of the building, single storey save for an upstairs staircase, lends itself to the faculty concept. In the language section, for example, there is a central library with rooms opening off on each side (some with plastic folding doors enabling them to change the layout) for classes in English, French, Welsh and remedial work.

"Say they have a project on 'growing up'", says the headmaster, Mr. Carol Hughes, "all the books in this central section will be on that subject." Whether this will help pupils to relate one language to another, time will tell. It is intended to include German in the future, and the head would like to add Latin.

The format is similar for environmental studies, with a central library. "We work in conjunction with the archives in

Financial help from the Calouste Gulbenkian Foundation, which went towards fares and secretarial assistance, helped us to develop these visits and assess their value. We believe that what we have discovered to be of value in them points to ways in which education for 15 and 16-year-olds should go.

The course, when it began, applied to four fourth-year classes who fell in the middle in low ability range. "Ability" is only shorthand for a stratification system, but that is how the students saw it—they were more or less clever than others.

The 100 or so students on the foundation course came in at the beginning of their fourth year, feeling in varying degrees failures since they felt they had not measured up to the highest achievement school prescribed. One of our tasks was to restore self-confidence and self-respect.

We planned originally for a two-year course, but the school felt this was too major a commitment to something new, so we began with a one-year course, which theory suggested might form a firm foundation for more confident, motivated CSE work in the fifth year. With that in mind, we planned our units so that some of the ground for CSE in all four subjects was covered.

In many ways it worked well. Our students began to produce some modest successes. They became socially more adaptable; they worked amazingly hard; they found out that life extended beyond the square mile of their neighbourhood. They began to make connections between areas of knowledge. They began to ask questions, they ceased to strive mechanically

to produce the "right" answer. The five teachers involved found the experience of working as a team on mutually planned work, with sharing of failures and successes, satisfying and exciting. The time factor enabled the caring element of the course to have fuller expression, both for teachers and pupils.

There were, of course, many imperfections, yet we felt aware of them and tried constantly to make improvements. The course gave hope to many students, teachers and, when we could involve them, parents. In the end it was its odd shape, its angularity within traditional education, that ruined its death.

Why did it fail, since in practical terms its ending must be called a failure? As a team, we found that the course's greatest failing was that it lasted for one year only. When our first group went into the fifth year, we quickly realized that the course did not prepare our students to spend their final year in subject specialisms, with a variety of different teachers working towards separate CSE examinations.

It was a distressing situation, depressing the students and teachers. It was as if a growing child were being forced back into clothes too small for it. We asked therefore if we could extend the course so that it became a two-year course, leading to perhaps two CSEs.

The school told us we could not extend it, and although we were offered the opportunity of continuing the one-year course, we felt that the lack of support this implied, as well as the clear disadvantages, must lead us to refuse to do this.

Running the one-year course had often been difficult. It had been hard work to plan in our spare time, preparing all our own teaching materials. It had been hard work to justify as a valid contribution from an ordinary classroom teacher. It had been hard work to meet the objections of those uninterested in innovation, who fell back on prejudice and suspicion to justify their apathy. It had been hard work not just to continue, but improve.

We found it, nevertheless, a very rewarding way of teaching. The school not only allowed it to happen, giving us block time and a planning period each week, but saw many virtues in the course too.

We wanted to expand it, but the school said no to this modest expansion of a modest scheme. The problems that gave rise to this decision are crucial: they must be accepted and worked through if schools are to become flexible, and be able to manage change.

First, we had no evaluative measure other than our own observation, our own experience, and what the students said. The school wanted to see the examination results for the first fifth year before making any commitment. We did not feel these could be a true measure of the course's success.

Should we have involved a professional evaluator? Our original aims and objectives were clear, but hard to evaluate, and possibly only the prestige of an external evaluator would have helped.

Second, in a departmentally based school, an increase in interdisciplinary work poses real problems—of control, of staffing, of diminishing empires, of

shares of the timetable, of scale points, of a new voice in policy-making. Third, the emergence of a new group disturbs existing order. The autonomous teacher can safely explore within his or her classroom all kinds of new ideas. When a group promotes change, however, it becomes an influence, a focus for action and reaction. The two-year scheme would have doubled the group of teachers and students.

Fourth, although we felt the course had made teaching more enjoyable and taught us an incredible amount, there is always the question of how many teachers can adapt to this kind of work.

Fifth, since the foundation course was more than a set of teaching materials, it began to stand for a body of educational theory—helping students to take responsibility for themselves, to think, not to be afraid of making mistakes. The course did not use the teacher as an authority figure, for schools where many staff believe that the best way to educate, and the best way to cope, is to allow as little self-determination as possible, our synthesis of curriculum and educational theory became threatening.

These seem to me to be the problems that proved insuperable for our school. As a result we have lost something educationally valuable. I believe that the problems facing the majority of comprehensive schools which have grown up in the last 20 years, with 40 years of grammar schools' experience behind that, are rooted in the inflexibility of the existing structure.

Daphne Rock taught English until last term at Woudsworth School.

Halfway to paradise?

Bilingualism is a delicate subject in Wales. Lesley Stanley visits a new school in Anglesey where 85 per cent of the children have Welsh as their mother tongue

The village of Bodedern on Anglesey, harbouring some 1,200 people in the last census, is too small to merit an entry in the AA book. But it was chosen as the site of a £1.5m secondary school specialising in teaching through the medium of Welsh, which opened last September, and which will receive its full complement of 900 to 1,000 pupils in 1982-83.

"There has been a need for some time to open a fifth secondary school on Anglesey", said the director of education for Gwynedd, Tecwyn Ellis. "This school will take the pressure off Amlwch and Holyhead." Holyhead, until recently, was overcrowded, with about 2,000 pupils.

By "for some time", Tecwyn Ellis means about 12 years. In 1966, the Secretary of State for Wales initiated a survey of the question, with the suggestion that a new school be completed by 1970. Two years later, the director of education for Anglesey authorized an investigation for a suitable site on the west of the island between Amlwch and Llanfachael.

After a £2,000 survey, the report, Valley was chosen as the most suitable site and, it was then had come to pass, it would have been one of the first schools in the country to integrate the primary and comprehensive system in one school and the chairman of Valley Primary School managers, Edward Rowe.

The report died, but was resurrected in 1970-71. The site was changed to Bodedern, and funds were allocated for a new school. In 1973 the Secretary of State thought the proposed site was unsuitable, another site was chosen, and compulsorily purchased.

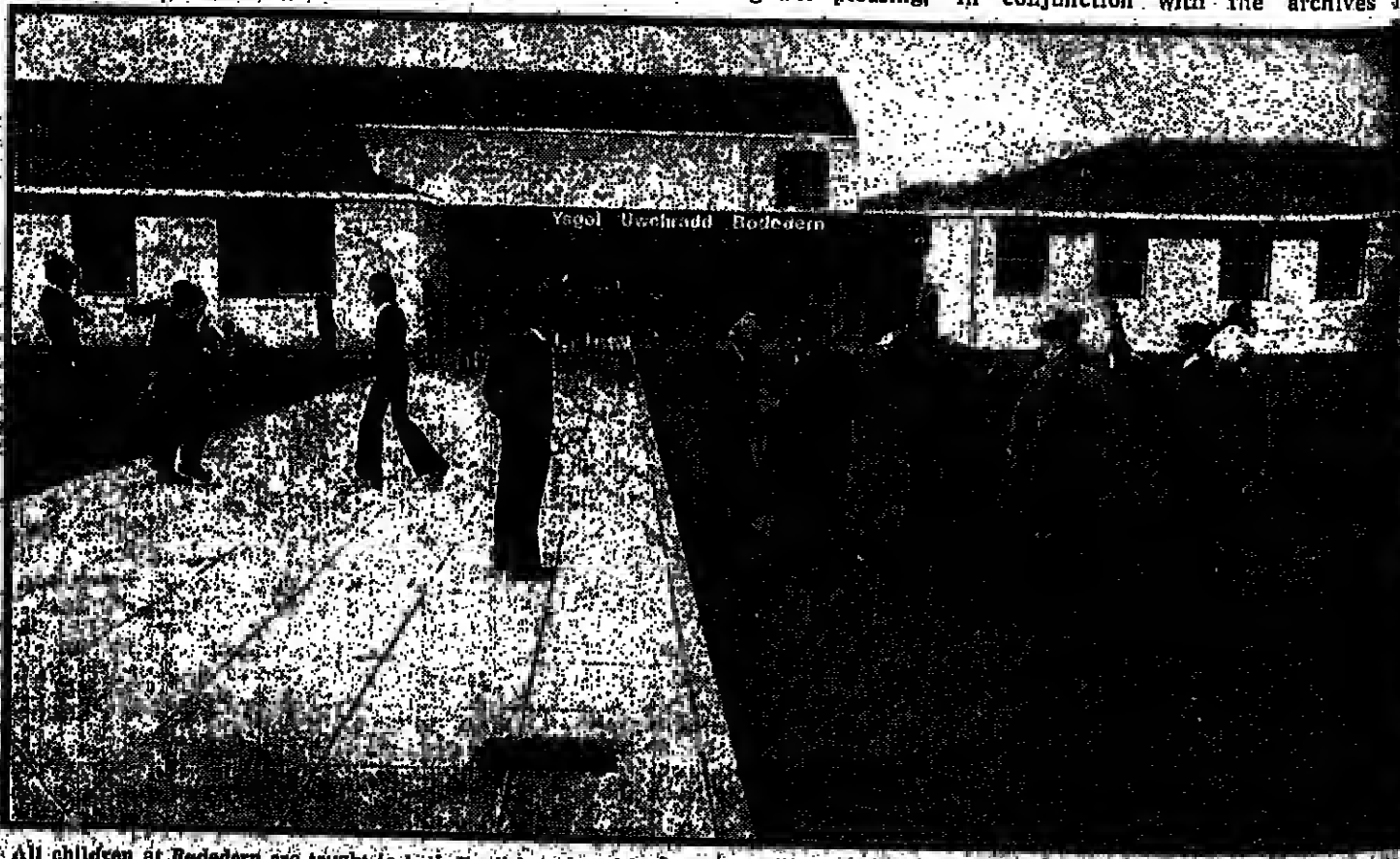
Then the party started. A planning notice was issued in the place of Amlwch, 1977, giving the catchment area for Valley (Wynedd, Bodedern, Bodedern Secondary School). Valley village (approximately 75 per cent English

pupils in the primary school) was accepted, as was RAF Valley (a largely English-speaking community). A petition was sent to the Secretary of State to bring Valley into the area, but was overruled.

Strangely enough, although Holyhead has a secondary school, it is included in the extended catchment area. Children from Holyhead attending Bodedern have their bus fares paid and so do children from Bodedern (and there are one or two) who might wish to go to Holyhead.

Bodedern is a rural area, and 85 per cent of the pupils have Welsh as their mother-tongue. Of the other 15 per cent "it is hoped", says the school's descriptive leaflet, "that the remaining children will have a good knowledge of Welsh when they enter the school". About 260 children arrive by bus daily and, when the school is completed, there will be 25 buses a day. Fortunately there is ample room in the school's 27 acres for a bus park.

Anglesey is undulating and pleasing,



All children at Bodedern are taught in both English and Welsh, but some people fear that the school may breed 'the better Welsh'.

Caernarvon and borrow photographs", says Carol Hughes. Some of the photographs, including one for proposed drastic alterations to the school, were supplied by the school's own staff.

Crafts include domestic science, and boys and girls in both. Woodwork, pottery and metalwork are to come, also a second craft room with bathroom, bed room and kitchen attached to simulate the domestic scene in toto.

There is a gymnasium, well lit through the ceiling and with movable wallboards; but the school is hoping that Anglesey Borough Council will contribute to the cost of a sports hall, which can be used both by the school and the community (there is a similar sports complex at Llunegenni).

One can learn almost any musical instrument except the guitar, and they are saving up for a harp—naturally. The theatre was collapsible: sectional, mobile platform units can seat 500.

A feature of the outdoor life, apart from tennis and netball, is the garden. "We have our own groundsmen and tractor", says Carol Hughes. "This year we have planted £100 worth of potatoes,

which we hope to eat. Next year we shall divide the area into small plots and try to foster interest in gardening on a club basis. The boys are also planted 300 trees."

Outdoors, again, is a focus for teaching. For teaching children about the rearing of sheep and calves. Indoors, pastoral care (a warm, Biblical phrase covering remedial work and concern for the child's personality and background) is an integral part of the curriculum.

For the bilingual teaching, a certain material (for example, maths and science) has been prepared by the staff, and printed on the school's printing equipment. On one side of the page is a work schedule in Welsh, on the other on identical scheme in English.

In maths, a language to itself, one set of drawings per page is self-explanatory. Oral work in science is in Welsh, but children can record their work in English if they wish. Many of the books, like text-books, can be used again.

The classes break down as follows: English children—six lessons in Welsh, 20 in English, 10 bilingual; Welsh children—nine in Welsh, nine in English, nine

mainly in English, 13 mainly in Welsh. Some people are disturbed that so much has been given to a bilingual school, and so little to others. "Not only will the school cream off the better Welsh children, but also the better Welsh teachers", said Edward Rowe, who is also a governor of Holyhead. It has already taken the deputy head (and maths) teacher from Holyhead, and the maths department is suffering.

The bilingual subject is a delicate one. According to the bilingual policy statement for Gwynedd: "Once a child has acquired a measure of ability... in two languages, it would be educationally detrimental for it to be deprived of the chance to develop both languages..." This means that it will be virtually impossible to get a decent job in Gwynedd unless one speaks Welsh. Presented with her notice, even the English-speaking barmat at Theatre Gwynedd has gone on a crash course in Welsh.

"It's not really the language, it's the conditions and the standards of teaching which are the problem", said Avril Nicholas, a Welsh-speaking South Wales and secretary of the newly-formed 200-

strong Gwynedd Parents' Association. She cited cases of antique plumbing and of untrained teachers taking classes.

But it is not just that. Modern lavatories do not automatically make fine scholars, or college degrees ensure good teaching. "The Welsh language cannot thrive without the good will of the English community", said Labour MP Neil Kinnock, when commenting on the interlude in Benllech where, allegedly, children could not go to the loo unless they asked in Welsh (a matter investigated by the county authorities).

What is lacking on both sides is good will. Bodedern School aims to "develop a child so that he or she may be able to enjoy and take part fully in the social life of a bilingual society". Some say that this society does not exist, nor indeed will it without good will.

Carol Hughes describes Bodedern as being "like Paradise". The loo is small to limit vandalism, of which there is none, and only one graffiti has appeared. Pastoral care has unfolded that culprit. Was it in English or Welsh? I forgot to ask.



Teachers from elsewhere.



Photographs by Michael Ashdown

Alf, Archie, swearing and Ulster

From the hidden messages of sitcom to the increasingly explicit messages of the would-be censors, the concerns ventilated by television film-makers at last week's Edinburgh International Television Festival covered a broad spectrum. Michael Church reports

DID YOU KNOW that Alf Garnett was alive and well and living in America under the assumed name of Archie Bunker? Did you know that, thanks to the some transmuting spirit, Steptoe and his weary sprig have been granted new life on the other side of the Atlantic as *Sanford and Son*, a pair of underprivileged blacks? Did you know that Archie Bunker's aggressively liberal cousin Maudie gave her name to a sitcom series dealing not with dead car doors or over-cooked beef but with things like abortion and mental illness? Or that Maudie's black maid subsequently became the pivot for *Good Times*, a comedy series about the struggles of a poor black family in Chicago at a time when jobs are scarce? Or that London Weekend's all-black sitcom series *The Posters* was a direct adaptation of *Good Times*?

No? Neither did I until last week's Edinburgh International Television Festival, when this extraordinary family trio was made visible with the aid of a fruit from each branch. The author of all these transformations bar the last was also in evidence there, expressing surprise that the television tradition which gave him his first impetus, eight years ago, should now have lost interest in real life.

Norman Lear really has got something to teach us. Not that what was on show in Edinburgh was uniformly wonderful: Archie Bunker plays his wisecracks much more obviously for laughs than Alf Garnett ever did, and *Sanford and Son* is homogenized pop with none of Steptoe's vivid characterization.

But take this typical moment from *Maudie*, as the ugly baroness uneasily presides at her fiftieth birthday party. An old school chum trundles up in a wheelchair with her face half paralysed from a stroke. Is the woman depressed, does she complain? Not a bit of it. The virtuous wheelchairer, she says, is that you no longer have to stand up for this Star Spangled Banner, and the good news brought about by the admittedly bad news of her paralysis is that her husband has finally left her (screens of laughter from the studio audience). The heroine is in an agony of embarrassment. "That's what you're mad at me, Maudie—I scare you," says her friend. "If you're afraid of me, you're afraid of life." They conclude the episode with a party duet, the paralysed one singing out of the corner of her mouth. Therapy for Maudie, therapy quite possibly for some of her middle-aged audience. The whole thing is also, by the way, funny.

Sometimes Norman Lear's comedy series are explicitly didactic. In one episode screened at Edinburgh the suburban protagonist was seen being systematically disabused of some conventional prejudices about epilepsy. Although the scene was light the genre here stretched the scope of situation comedy to limits which the makers of its British equivalent would scarcely dream of. Lear's *All That Glitters* really turns the conventional world on its head. The women are the hard-driving, dominant sex and the men are either empty-headed degenerates or else cowardly homophobes. *Good Times* at its most joyful, *Mary Hartman, Mary Hartman*, which has admittedly only got a cut following in the States, is a side-splittingly funny series which raises sensitive issues like racial illness and incest and sexual abuse in a way which would have been unthinkable in the mainstream of British television.



The Posters—six out of ten.

of Lear's *Fernwood 2-Night* were lurking somewhere close by in the schedules. It seems that Soap, Lear's parody of a straight soap opera, is about to be watched here by ITV: the harbinger of things to come?

As Lear pointed out in his lecture inaugurating the festival, the blandness of most situation comedy is a social message in itself: between the hours of six and nine in the evening, oil is for the best in the best of all possible worlds. Since the writers and programme makers formulating the backbone of this gathering were a fairly radical bunch this view was for the most part taken as read, and some of the subtle messages embedded within it were subjected to passionate scrutiny.

"What is stereotyping?" the festival asked itself. "A caricature wielded with denigratory intent and damaging effect" was the consensus answer. At last year's festival the same people had been over-ridingly concerned with sexual stereotypes: this year feminism raged in the face of the more urgent needs of social minorities. Television manifestations of the long-written caricature homosexual were given the drubbing they deserved, jokes about stupid and lazy Irishmen were plausibly argued by some to represent a communal English defence mechanism against the moral chaos posed by a dissident province: it is more comfortable to think of Paddy as the one who needs to have "STOP" written at the top of his ladder, or as the one who hurled himself to the ground and mislaid. Laughter being the conundrum it is, of course, it would be ridiculous to argue this as an open and shut case, but the point surely contains an important germ of truth.

On race the discussion really caught fire with the aid of sample programmes past, present and future. London Weekend's *Mind Your Language* was widely castigated for presenting black and brown children as lovable but ridiculous, despite a spirited rearguard action ("the laughter is healing and affectionate, and the jokes about stupid and lazy Irishmen were plausibly argued by some to represent a communal English defence mechanism against the moral chaos posed by a dissident province: it is more comfortable to think of Paddy as the one who needs to have "STOP" written at the top of his ladder, or as the one who hurled himself to the ground and mislaid. Laughter being the conundrum it is, of course, it would be ridiculous to argue this as an open and shut case, but the point surely contains an important germ of truth.

episodes. On the basis of this and of the some author's *Black Christmas* (which was broadcast last December), I am not sure the acclamation is deserved: the writing talent they reveal is, I would have thought, a modest one. Yet, though Mr. Abbeneth's sentimentalism is wholehearted and honest and his portrayal of the strasses within the West Indian community and of the strains between it and the Asians reflects a proper determination not to rush to easy conclusions.

Mr. Abbeneth himself did make one particularly apposite comment last week on current drama policies: while the sitcom departments at least grapple with the task of reflecting Britain's multi-racial reality, the serious, "quality" drama departments have not woken up to the need to do this. He is surely right. A black face in a prestige production usually denotes an embittered personality, heavy with social significance.

It is sometimes said by casting directors that talented and competent black actors just are not available: this is obviously an excuse they will not be able to make for much longer. They also sometimes say that the "gratuitous" introduction of black or brown characters would seem inappropriate: whoever heard of a black bank manager? It is indeed sadly true that this particular species is still thin on the ground but here, with one bound, we move into questions about television's limited but none the less real power to influence social trends. The playwright John Bowen angers, a proper title point, that writers themselves might help things on a little by writing in characters called Singh or Mukherjee.

The physical image of Abbeneth's *Black Christmas* is that of a black family with their large circle of mostly black friends watching Christmas as celebrated on British television—very much a white affair. (Yes, agreed, last year they could have watched *Black Christmas*). The fact that the black and brown population of Britain is so unevenly spread—and that people in large areas of the country seldom encounter a dark face—makes it all the more imperative that television should quietly and benignly counteract the prevalent media image of such people as representing "trouble".

At the festival's discussion on satire people seemed tearfully agreed that *Black Christmas* was a masterpiece. It was, I thought, a masterpiece of the kind that only a few people would see. It was, I thought, a masterpiece of the kind that only a few people would see. It was, I thought, a masterpiece of the kind that only a few people would see.

are: as the producer of *Penelope* Heaven put it, "swearing and Ulster".

On the subject of Northern Ireland, there is a general feeling among the film makers that the hitherto relatively permissive body, now growing more restrictive over reflections of Irish realities, it will allow on to English screens. Most of the lives were of stark journalistic realism had to be exercised with the greatest seriousness.

Emotional speeches at times underlie the quandary in which film makers find themselves: those who are up with the present systems of editorial control—and with the way editors themselves are usually uncomfortable to own their forebears' alternatives might turn out to be much more oppressive. Last year's session on the same subject got no further than the slogan "Consent to death. Long live editorial discretion." This year the delegates seemed more and more prepared to sit down to sort out where editorial discretion ended and censorship began.

Which brings us to swearing and to the BBC's present obsession about giving any offence on these to Middle England in general or Whitehouse faction in particular. Clearly the BBC must try not to let the bulk of its captive audience, equally clearly it must not let pressures from unrepresentative bodies of busybodies. Few who had seen *Stone and Treacle* would deny the play posed very difficult questions for anyone contemplating broadcast.

In banning *Scum* the BBC were wrong though their case against it was not without substance. (Not seen *Goat*, a repeat broadcast of a play was recently cancelled. I cannot say for or against those who decided to ban it, but I can say that the part of the BBC.)

But there is a case to be made which is increasingly compelling for a more national debate on programming, and which was by no means the part of the discussions at Edinburgh. Language. "Bad" words. What is the moral one pertaining to even the most trivial of behaviour? Or, more to the point, what is the moral one pertaining to even the most trivial of behaviour?

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When the cuckoo came early

Anne Corbett on rural education in England

Education in Rural England 1800-1914, by Pamela Horn. Gill and Macmillan £15.00. 7171 0867 8.

Children scarcely appear in Dr Horn's book. They are merely a foil for other action like taking revenge on a teacher. Thus, Cambridge pupils in the 1830s, who, when their teacher gripped their heads between his knees—and he was a one-eyed ex-servant—much given to beating—hit him with his legs back.

Dr Horn looks at the history of education as a series of administrative problems: how to get enough teachers, how to provide some training, where the money should come from and what sort of curriculum should be provided. Her survey of the developing structure of elementary education and the early growth of the teaching profession is richly documented and highly readable.

She takes us through the Lancaster and Bell days of the monitorial system and pupil teachers, the early training colleges, the horrors of the government's application of a centralised curriculum (the Revised Code) and the introduction of compulsory education. The book covers the era of school boards, and the early and entirely comprehensible union struggles, its happy ending, in effect, is the establishment of the local education authorities in 1902. Much of it is illustrated with material from her local Oxfordshire and contemporary photographs and engravings.

Her focus and her style illustrate well why the period between the Industrial Revolution and the outbreak of the First World War still powerfully influences our attitudes to education. It also developed in different from its continental neighbours.

It was during this period that the curriculum was established, to belong more concerned with intellectual knowledge, although the original elementary school teachers were to be given a broad intellectual training, college founders specified the strictest of moral guidance to prevent the development of "conceit and over-confidence." Their main object was overtly admitted to be the formation of the character of the student.

The curriculum which they would teach should aim to do the same for their pupils. A lesson on the other might demonstrate that God had provided the order with what it needed to survive, hence his wisdom. He had made them useful to man, hence his goodness. It should also foster the character of the student. Thus, in a reader for eight-year-olds published in 1864, we find "capital is the result of labour and saving. Nothing is more certain than that, taking the working classes in their own hands, they will share of the proceeds of national industry."

Piggy in the middle

Gerald Haigh

The Middle School—High Road or Dead End? by John Burrows. Longman Press £3.95. 7130 0443 6.

There are still not many books about middle schools—mainly, one supposes, because there are still not all that many middle schools. John Burrows, a former chief inspector for primary and middle schools in Her Majesty's Inspectorate of Schools, ought to know as much about them as anybody, and his book is a workmanlike survey of the field and of the issues involved.

The major debating point for all of us in them is that provoked by the title: do they belong to the school or represent a new and strong growth

One can trace to this period much of the teaching profession's concern with status. This is obvious enough when it is concerned with whether the fate of the minor should be the village teacher in kitchen or dining room tea. But the teacher was regarded for a long time as sufficiently unimportant to be expendable. Even as late as 1964, when school boards had been established, there is a record of a Hampshire meeting where it was agreed that too much money was being spent on the teachers and "it was thought that there might be a saving of £40 under this head". It was therefore proposed by the chairman and seconded by Mr J. H. Stillwell that three months' notice be given to Mr and Mrs Ditcher on May 1. This was carried unanimously. "Teachers who annoyed the parent might be dismissed even more summarily, even after many years' service."



A third legacy of the period is the idea that it is inappropriate for the government to take an active role in education. Standardisation was a fear then, as now. Remember Charles Dickens's Mr McChoakumchild. "He and some 140 other schoolmasters had been lately turned at the same time, in the same factory on the same principle, like so many pianoforte legs..."

But the episode which has remained in the folk memory is, of course, the Revised Code, or payment by results. From 1862 up to 1897 government grants for elementary schools were based on the building grants, were calculated on the attendance of pupils at school, and their results in an annual examination in the three Rs conducted by an HM Inspector. Even as late as 1924 when Sir Ronald Gould, who was then young teacher in Somerset, remembers a young boy knocking on the door on his own

first day at the school, the boy asked if he was the headmaster. "No, but I can give him a message," "My headmaster has asked me to tell your headmaster that the cuckoo is coming early this year." It was September. The message was passed on. The effect was cataclysmic. The head's face blanched. "Tell all the teachers in check registers, weekly forecasts, exercise books, have inkwells cleaned, windows decorated with flowers..." The HMI was expected.

In the Horn the closure of many village schools and the beginning of the twentieth century with the continuing exodus from the country to the town was "just one of three parallel" in the field for growing urbanization and industrialization. In fact it was almost a miracle whose from a style of schooling in which the teacher was diminished by the parent, the spouse and the weather. Abandoned if not needed for the child, the boy brought in or the geany needed teachers for their saviours, the teacher's very livelihood was at the whim of the local benefactor, or his successor, the school board.

But what comes out even more clearly in the discussion is the impact on education of the nineteenth-century economic liberalism, just as the government allowed the education of the elite to be developed by the private "public school" sector, so it left the provision of elementary schooling in the hands of those with the money or the inclination—the church and the local squirearchy—long after other rich democracies were ensuring some minimum national standards.

How different the English government had embarked on much-needed action to guarantee a minimum of schooling for children at the time of the Revised Code, instead of concentrating primarily on how not to waste its money in grants for incompetent schools. How different in particular it might have been for rural schools, since they were always likely to lag most in any measure of educational reform.

In the context of such a history it makes it all the more remarkable that some great figures in the local education world managed later to make their rural schools the showplaces of important reforms—Gordon Bessy in Cumberland, Arthur Chorlton in Oxfordshire, Alec Clegg in the West Riding and Stewart Mason in Leicestershire. But the move for the closure of the village school is still to emerge some of the spiritual descendants of those Hampshire bodies quoted by Dr Horn. The authorities "would appear to know the cost of everything but the value of nothing" argues a recent letter to *The Times*, as he campaigns to preserve the Dorset schools.

My only criticism of Dr Horn's perspective is that it cannot tell us about a village child's total educational experience, or that, without a school, village life dies.

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24 Resources

Costs, benefits and support services

by Carolyn O'Grady

A pack of materials designed to help local education authorities analyse the costs and benefits of their support services has been produced by the Council for Educational Technology (CET) and is now being used in about 70 local authorities.

The pack, says Norman Willis, deputy director of CET, is designed not as a prescriptive document but to tell department heads how to look at each service in terms of its benefit to authority, teacher and learner. The council will soon begin the development of similar packages for individual schools and colleges, and it is expected that trial materials will be ready by the end of the year.

The Local Authorities Support Services for Educational Technology pack (LASSET for short) suggests how the opinions of teachers on the services can be sampled and offers discussion documents and costed data sheets to help a working party pinpoint areas where changes are needed. Questionnaires are also included in the pack.

LASSET covers six main areas: "Advice on information" looks at how well the authority's services in this area are used and valued; "Technical support" covers equipment maintenance, servicing, equipment loan, etc, including the costs in real terms of setting up centralized servicing and the cost benefits of an authority doing its own equipment repairs; "Material loan" argues for and against central provision and considers the interrelationship of loan services; "Materials production" contains information on graphics, reprographics and the real costs of making copies; "Purchasing" discusses the pros and cons of centralized purchasing; and "Support services at school level" analyses the management of the tasks of non-teaching ancillaries.

There are also two booklets which cover discussion topics cutting across more than one of these areas: "In-service training" and "Support for the production of curriculum materials".

Theoretically, says CET, it would be possible to concentrate on just one support service, but in practice changes in one area influence other services and "you end up looking at the lot".

Should a local authority show an interest in the package it first of all receives a visit from John Foster who was seconded to CET from Hereford and Worcester where he is county adviser in educational technology.

He discusses with L.A. representatives how the package can be used and also specific problems. Later an introductory booklet and the LASSET package is sent for distribution to the heads of the department concerned.

Fine marks for projection

A new fine point marker for producing overhead projection transparencies has been marketed by S. J. Arnold & Son Ltd, Bunterley Street, Leeds LS10 1AX. £5.50 plus VAT.

Gallic gamesmanship

by Marlon Glastonbury

Next time I notice pupils clock-watching when there are still 15 minutes of the French lesson to go, I shall be glad to have *Bien Joué* in the cupboard.

The kit contains 20 graded language games designed for groups of up to six children between the ages of nine and thirteen. The equipment consists of sheets of A3 board, most of which need to be cut up into pecks of cards with words and pictures before the game can be played. (This is a time-consuming task which could be delegated.) Dice and counters are extra.

The vocabulary covers topics such as numbers, time, days of the week, weather, food, animals, transport, jobs, houses, parts of the body and the geography of France. In the course of play, a variety of basic structures are introduced to or reinforced from the players. Most of these are initially taught in French, though a picture of a telephone is included.

School leaver's handbook

School Leaver's Handbook
Home and School Council Publications in association with Career Consultants Ltd, 12-14 Hill St, Richmond, Surrey
ISBN 09 02181 293
£6.95 10 copies.

The *School Leaver's Handbook* is aimed primarily at 13 to 14-year-olds who are starting to look ahead to leaving school. It takes them right through to their first pay packet.

"What do I want to work?" "What have I got to offer?" are questions dealt with in the introduction on school courses and what they might lead to. The book goes on to deal with how to get career information and lists more than 100 of the most common jobs, indicating the educational standards needed for them. Unemployment and work experience schemes are covered, as well as further education and retraining.

How to write an effective application letter and fill in the relevant forms come next. "Make sure you answer the questions exactly and spell names correctly. Assuming success at this stage, the booklet then deals with the interview.

It advises against wearing up-to-date fashions and suggests taking along a comb and a handkerchief. Some questions which might be asked are listed, as well as the interviewee might want to find out.

There is a straightforward guide to PAYE, and a section on some guidelines on interviewing, perhaps most important of all, questions on how to get on at work.

Like the advice, the style is uncomplicated and down-to-earth. The booklet is easy to read and should fill in many of the gaps which career officers frequently leave.

Competing cameras

Photographs featuring monuments in the care of the Department of the Environment may be entered in a national competition organised jointly by the D.O.E. and Amateur Photographers on the theme "Historic Britain".

Entries must show monuments that are open to the public and must have been taken between August 1 and October 31 this year. Winning shots will be judged by Lady Birk, government minister responsible for the state's ancient monuments; Lord Clark; the Lord of Litchfield; and the editor of the *Amateur Photographer*. Prizes include binoculars, a Greek helmet and free season tickets to visit D.O.E. monuments.

Prints may be in colour or monochrome up to whole-plate size. They may be transparent or on glass mounting. They must be sent to Historic Britain Competition, Amateur Photographer, PO Box 109, Sutton, Surrey, where they must arrive by the first post on November 13, a Monday.

There are 750 ancient monuments in the care of the D.O.E. These are detailed in a map and list available either from county offices or the monuments of the D.O.E. Stationery Offices at 25p.

Music in the making

Music in the making courses, organized by Avon Danworth, take place on September 8-9 in Bristol, September 29-30 in Birmingham, September 15-16 in Aylesbury and October 6-7 in London. They are aimed at non-specialist teachers interested in music making with their 11-13 year olds.

The two-hour sessions on the Friday days cover physical, including singing and the making and playing of rhythmic instruments. On the Saturday, from 10 to 1.30, Miss Danworth will deal with informal accounts of music for young people, poetry and drama. The afternoon will be devoted to music making and discussion.

For further details contact Avon Danworth, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200.

25 Resources

Revolutionary causes

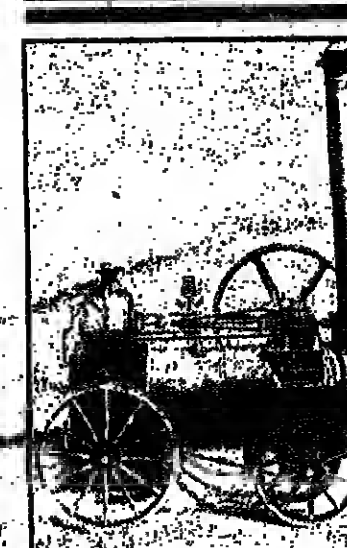
by Deborah Thom

The Agrarian Revolution
Longman and There Films, 1978
£5.50

The Agrarian Revolution remains one of the great topics in school history. Many will pursue it over the subject but never make it clear why it is described as a revolution or even exactly when it happened.

So the issue is judged. Yet it is an issue which needs to be examined. There are parts of the world still going through the process of redistribution of power over land, rearrangement of land production and mechanization of agriculture and all agree are consequences of the agrarian change. If not revolutionary, it is a change which will have in the future the consequences of these processes need to think about whether they necessarily entail revolutions in social relations, rural depopulation and ultimately are the necessary basis for industrialization. This set of three film strips sold as a set with an accompanying booklet goes some way towards dealing with these wider questions.

It is interesting to compare the set with another of the same format recently reviewed (TES, 4.8.78). Both bear the same title, have three strips with approximately the same number of frames. The other set has accompanying cassette tapes. Yet the quality of this is higher.



From "History of British Agriculture", a set of 12 slides with teachers' notes published by Educational Productions. Also available from EP is "The Farmer's Year" (No. C8224), a filmstrip with teachers' notes.



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For this set the inclusion of tapes is an advantage. It is difficult to find a voice that is neither pompous nor patronizing. A recorded commentary generally reduces the range of images with which it can be used. The handbook that accompanies the set gives quite enough information on the subject of the agrarian change for teachers of all levels, and prompts a wealth of approaching visual evidence if used by a student.

There is a repetition or over-emphasis on any one feature. Each picture clearly illustrates the point raised in the notes and in general provides many useful additional points of interest. There are cartoons, watercolours, ink drawings, oils, maps and photographs of houses, objects and documents. The selection is not simply competent, it is interesting and attractive. These points would not be worth making except that few kits reach such a standard.

The pictures in this set are certainly well chosen. The set also demonstrates a divergence of approach. The difference lies mainly in the method of historical explanation. In this set the argument is an historical one; it is clear that the revolution is not merely an alliance between changes in both machinery and method and a more efficient exploitation of land through enclosure, but also a profound and far-reaching upheaval in social relations.

The third strip in the set begins with a picture of Chelmsford in a sense the argument about the effects of the changes derived from his reaction to them.

We are shown the documentation of a rising awareness of social costs among the subjects of a new Queen. We see post-war rural

degradation worsened by potato blight in Ireland, the oppression of rural dissenters, agricultural trade unions, the growth of competing labour markets through migration and the export of intensive cultivation to the United States.

As a result the teacher has material which helps explain a wide variety of fairly abstract concepts in a vivid and lively way. The chief merit of this set is that it is illustrated; it is not attempting to carry a narrative, and is therefore far more of a teacher's aid than many such products.

Excellent as it is the set has one weakness. There is a disjunction between the first and the third strip, which seems to be based on a Cobbett-like reverence for the tranquillity of eighteenth-century England. The adverse social effects of change are shown as occurring after the end of the Napoleonic wars while earlier changes are ignored.

The impression is given that the landless labourer, dispossessed of his own land, is a new phenomenon. In fact, the process of enclosure had begun the process before the Napoleonic wars. English society is made to seem well ordered, each man content with his place, each woman knowing her place. But the Black Acts had been in force since 1723 and there were frequent manifestations of rural discontent.

The Longman's set has it to credit that it raises the question of how far people's lives changed under the impact of agricultural innovations. They deserve this slight criticism for their emphasis because the sophistication evident in the selection of the pictures makes their arguments that much more effective on the viewers. It is in general though a very valuable addition to a resources collection, well up to Longman's professional standards.

Each of these titles is packed in a neat envelope with teachers' notes on the outside. The sheets are designed for use with a register board, together with data on the predator-prey relationship. This enables the subject to be built up with overlays.

The drawings are done with many cases, especially the use of colour. The price which involves no extra

Fiction, fable and phantoms

by Colin Evans

The Sly Cormorant
ZSW 407 £2.50. Cassette KZSWC 407 £2.75.
Journey to the Centre of the Earth
ZSW 545/6 £5.00. Cassette KZSWC 545/6 £5.50.
A Christmas Carol
ZSW 544/5 £5.00. Cassette KZSWC 544/5 £5.50.
The Wonder of the Age
ZSW 541/2 £5.00.
The Soldier's Tale
ZNF 15.

The Sly Cormorant features Brian Patten's new interpretation of Aesop's fables. The fables have been transcribed from poems to poetry and some have unexpected twists at the end. In Patten's version of "The Three and the Turnip" it is the turnip, who has been stepped on, who reads the fable, who wins the race.

The readings by Glen Laine and other Brian Patten are competent. Although Glen Laine's voice is a little too seductive for this type of material. The highlight of the record is Brian Gascoigne's excellent musical accompaniment and it is a shame that there is no opportunity to hear some of the music on its own. "The Country Mouse Goes Visiting" and "The Toad and the Mole" (with accompaniment played by John Williams) are particularly memorable.

For many Tom Baker will always be Doctor Who and listening to his readings of *Journey to the Centre of the Earth* it is difficult to avoid thinking about *Time Lords* and *police boxes*. This Jules Verne classic was published in 1864 and proved to be a best-seller. Tom Baker's reading is full of energy. It is a little too fast. His direct approach makes compulsory listening and music and sound effects have been kept to a minimum, which makes those that there are even more effective.

Roy Dotrice gives superb readings from A. C. Swinburne's *The Soldier's Tale*. The music, directed by Glenda Jackson, is superb. The music, directed by Glenda Jackson, is superb. The music, directed by Glenda Jackson, is superb.

Science Forum

Six Science Forums on topics including Feeding the Nation, the Biology of Caves and Is Archaeology Necessary? (Leaves from the past) are now available in the form of three double-sided cassettes with accompanying teaching notes. Other subjects are Thinking about the Future, Summation-The Food, Poisoning, and Chemistry of Building Materials.

The cassette on *Leaves from the past* is available from the British Association for the Advancement of Science, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Forty-three films and cassettes are listed along with details on how to get them. They are available from each centre has to offer. The list is illustrated in colour and one out as a wall chart measuring 22 by 33in.

It costs 50p post paid and is available from ARPS, 5 North Gran Mount, Leeds, LS6 2BX.

Adaptation and selection. Each of these titles is packed in a neat envelope with teachers' notes on the outside. The sheets are designed for use with a register board, together with data on the predator-prey relationship. This enables the subject to be built up with overlays.

The drawings are done with many cases, especially the use of colour. The price which involves no extra

his popular public readings he read it 127 times.

This new recording has been based on the special edition which Dickens used to read to his own children, and begins dramatically with a carefully chosen superimposed over the sound of the *Red Rover* Merry Gentsmen. Mr. Dickens's voice is characterized by a subtle, and a little over-the-top, but a very useful for school collections.

The entire *Barrie* family appear in a three-act album of J. M. Barrie's *Peter Pan*. Roy Dotrice acts as narrator for most of the time, with his wife and daughters playing the parts of Mrs. Darling and the children. There make a competent team. Incidental music comes from Mendelssohn's *A Midsummer Night's Dream* and is very appropriate.

The Wonder of the Age is an entertaining record in every sense of the word. Compiled and produced by Kevin Daly who has had many years experience in archive recordings, it looks at the early days of the gramophone record and the recording industry. It also includes a large number of spoken items from contemporary newspapers and journals. These are interspersed with early recordings which include Harbottle conducting *The Flying Dutchman*, the original *Disco Island Jazz Band*, and songs such as *Caruso*, *Patti and Peter Dawson*. Some of the contemporary observations on the gramophone are amusing, as well as some of the comments from articles which once appeared in *Punch*, *The Times*, and other periodicals.

Older pupils will find *Argo's* new recording of Stravinsky's *The Soldier's Tale* interesting. The recording features Glenda Jackson, Michael Macdonald, and Rikol Nurov in a new role as speaker Glenda Jackson, in keeping with the Russian tradition, has been cast as the narrator, while Nurov plays the soldier. The music, directed by Glenda Jackson, is superb. The music, directed by Glenda Jackson, is superb.

A step guide to some of the smaller railways in Britain, *Small Railways in Britain*, is available from the British Association for the Advancement of Science, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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26

TALKBACK

Encouraging illiteracy?

Walter Stranz

The contribution of public libraries to maintaining and extending the reading habits of children and adults alike is unquestioned. It would therefore be logical to assume that those public figures—often on the political right—who complain about falling educational standards would be among the stoutest defenders of the library service.

Unfortunately this has not been the case in recent months. Public libraries have been a comparatively easy target for spending cuts, and figures are now beginning to emerge which show the disastrous consequences.

As part of a reallocation of committee functions in 1977, the Hereford and Worcester local authority moved off libraries from the education committee, and made them part of a newly created committee. At the same time it carried out a priorities exercise, allocating all services to one of

four categories—absolute, essential, general or lower priority. Short of their link with education, libraries were thought worthy of only the third of these—the general priority—despite the requirements of the 1964 Public Libraries Act to provide a comprehensive and efficient service for all persons wishing to make use thereof.

These arrangements were perhaps to themselves symptomatic of councillors' misunderstanding of the educational functions of the library service. It is therefore hardly surprising that the authority required a reduction of £125,000 to the libraries budget for 1977-78.

The libraries subcommittee tried to channel these cuts into less essential items—furniture, building, repairs and maintenance. But much of this expenditure was already committed in the form of loan repayments, and so the main items required to provide the basic service—staff and books—had to be cut back by £53,000 each.

The result can be studied in the official "league tables" for expenditure on libraries a head of population in the 39 English counties. Hereford and Worcester has slipped from its low starting place of twenty-ninth to thirty-third, and in spending on books to thirty-seventh position.

The most noticeable reductions for the public came in opening hours. All libraries were closed for one full weekday, and evening closing hours were brought forward. Several part-time service points were closed altogether.

In statistical terms, while in 1976-77 the county's libraries provided 1,033 opening hours a week, in 1977-78 this fell to 862. All this in a region where the population had risen by 11,000 during the year, and which will continue to rise largely through overspill immigration.

The total number of new volumes purchased decreased by 6 per cent; many of these had to be

paperbacks, which will have a shorter serviceable life. Even the rebinding of books had to be reduced by a similar proportion. Perhaps the saddest of all was the introduction of a charge to process school playgroups, which meant that 44 out of 221 have ceased to use library material.

The impact becomes more dramatic when considered in relation to an individual town. Before local government reorganization in 1974, Redditch had been its own library authority, and had pioneered a trailer service which, with half-day stops in individual houses, brought the library almost to people's doorsteps. Redditch is also expanding rapidly as a new town, its population having risen by over 5,000 last year.

Yet the local librarian had to report that "for the first time in many years the number of books borrowed... has fallen, and overall there is a decrease of 6 per cent". He showed that there was a direct correlation between opening hours and borrowing.

A branch library's opening hours were reduced by 13 per cent and the book issues fell by 14 per cent. For the trailer service the figures were 27 per cent and 23 per cent respectively. The type of damage being done is illustrated most strikingly on a particularly deprived Redditch council estate.

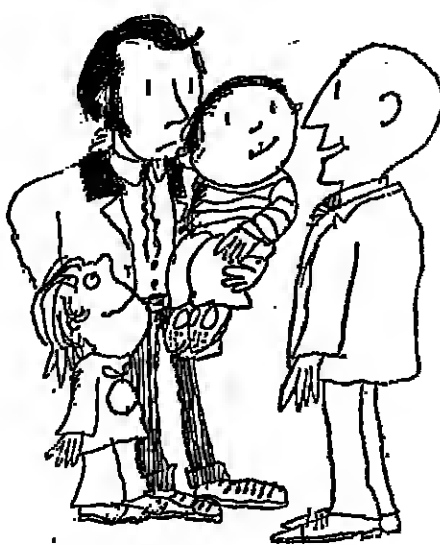
Here the mobile library used to have two regular stops at different ends of the estate. These stops have now been "rationalized" into one. Many borrowers have found the new stop inconvenient, and the number of issues has slumped from over 11,000 to less than 5,500 per year.

Similarly, places where trailer visits have changed from weekly to fortnightly have suffered major reductions in borrowing because people cannot remember whether or not "this is library week".

The budget reduction for the library service was 8 per cent, but

in some areas—often where informal education is needed most—this has produced a reduction in book borrowing of more than 50 per cent. In terms of real levies the library cuts in Hereford and Worcester produced a financial saving of an eighth of a penny rate. Councils which pursue similar policies should surely ask themselves whether such savings are worth the illiteracy which they clearly encourage.

Walter Stranz is senior lecturer, Bordesley Centre for Teacher Education and Training, City of Birmingham Polytechnic. He is the Redditch representative on Hereford and Worcester County Council.



Well, well; young Wilkinson, and not changed a bit.

Making parents welcome

J. Wesley Starr

Our two boys (aged eight and 10) had not been long enrolled in our neighbourhood public school in Saskatoon, a city in the Canadian province of some 140,000 people, when we received the first of a regular series of school newsletters. Modest in format, it nevertheless carried an unambiguous message that the involvement of parents in their children's education was not only welcomed but expected.

Each issue of the newsletter began with a 10-line "editorial" from the principal. For example, under a title "Learning is Living", parents read: "School is not only a preparation for life; it is a large chunk of life to be lived fully. This is why we wish to establish open communication and a feeling of teamwork between the home and the school, since we share a good portion of the lives of your children."

Another message from the principal headed "Open Line" said: "You know that question you had about some programme or activity we have here—but you figured it wasn't worth bothering about. Well—do better—phone me any time and I'll be glad to chat—or, if you feel like a face-to-face chat, drop in."

Redecoration of the principal's office was also used as an excuse for an invitation to parents: "If you've been in the school this past week you've seen my desk and all my stuff in the outer office. Anyhow, my office is under renovation—we're at least trying to give the impression of more space with white walls and better planned cupboard space. I should have moved back in by the end of this week, but my desk is still in the way. I've promised our department chairmen they will be the first to see it as a group."

Parents were also attracted into the school by a standing invitation to assemble on Fridays. This regular meeting was held at one o'clock, and a different class contributed a special item each week—a mime, a short play, a choral or instrumental item. Parents of children who were particularly keen, especially those who could stay only for a short time during their own lunch break, were helped by a number of school staff who were provided by parents. The establishment of the school allowed for a paid membership in the library association, which met in the mornings, and a voluntary basis in the afternoon.

assisted with music by teaching recorder to small groups of children for a period of two weeks.

An individualized learning programme in mathematics ran into difficulties because the teachers with the correction of the pupils' output of tests. So a few parents were invited to come in for an hour or two each week to help on a voluntary basis with routine markings, thus enabling the pupils to have the quick feedback essential to the success of an independent learning scheme.

Those activities involved the parents working in the school in close cooperation with the teaching staff, the open relationship between teachers and pupils, and between teachers and parents, ensured that there was no conflict about the respective roles of the individuals concerned.

More conventionally, perhaps, the parent-teacher association was building an adventure play ground in the school grounds to complement the two outdoor ice rinks, one for hockey, one for general skating, which they helped to set up, not to mention supervised from December to March, while the temperatures remained well below zero.

The school report also had one or two uncommon features. The space for overall comment by the teacher was followed by an equally large space inviting comments from the parent, together with boxes in which to indicate a request for an interview by either the teacher or the parent.

This five-point descriptive scale on which attainment was assessed was: excellent, very good, good, satisfactory, and needs improvement. Only one negative comment, of attitude, for example, "studies attentively", "completes assignments promptly", "considers the rights of others", "takes care of property" were mentioned on the same five-point scale.

This evaluation was completed by the teacher, and shared by the teacher and both sets of grades were included in the report. Children appeared to take this quite seriously, and were proud of both their own and teacher ratings. We were of interest to pupils, teachers and parents.

Walter Starr is senior lecturer, City of Birmingham Polytechnic.

Classified Advertisements

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Drama at Oxford....

Dramakit

John Seely

Dramakit offers practical advice for both specialist and non-specialist teachers of English and drama on planning, conducting, and organizing drama lessons for 10 to 15 year olds.

The drama material is presented in ring-binder form. All material is copyright-cleared and can be reproduced as necessary by the teacher.

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Competing at the footlights

Andrée Brooks describes the Texan way of stimulating school theatre

Several decades ago, alarmed at the lack of interest in the teaching of drama in Texas, three stalwart theatre buffs—two writers and a school administrator—began a brilliant and innovative plan.

They would turn drama into an interscholastic competitive sport just like athletics. Instead of the football coach squeezing the last ounce of grit and determination from the team on the muddy field, there would be the drama coach, hurrying the evening all around glowing footlights in the school auditorium.

Instead of townfolk turning out for the Saturday afternoon high school game against a team from a neighbouring town, there would be the Saturday night competitive play. Cheers from the stands would be every bit as enthusiastic as cheers from the terrace. Instead of hot dogs and mufflers—canily and gowdy trophies, medals and awards would be won exactly as in sport.

Local school boards—they went on to reason—would thus be encouraged to offer better financial support in drama as the "high school players" became as much of a municipal status symbol as the basketball or swimming team. Local merchants would donate supplies for costumes or props the way they traditionally underwrote the cost of Little League or horse racing.

Miraculously it worked. Today the Texas Interscholastic League annual state-wide drama "tournament" is the largest contest of its kind in the United States. Many expensive Texan, known for their hyperbole, insist it is even bigger than the largest such festival in the world. Whereas the first year only 150 schools competed, this number has now risen to nearly one thousand—85 per cent of all high schools in the state. Last year 14,000 Texas high school students took part. Over 130 "contests" on various levels culminated in the finale in the state capital of Austin in May.

In fact so large and popular has the drama contest become that along the way the junior high schools had to be not admitted to the main competition for a separate but almost identical contest of their own. "There was a time and cry," explained the organizer, Lynn Murray, "the year that Junior high won unexpectedly. After that we decided it might be better to separate the two levels of high school."

The competition is considered the backbone of educational and community theatre in Texas today. As an official soon after it began, the Drama League Library was set up to supply a free service to all public schools in the state. Plays were donated by all major United States publishers and it now has a catalogue of 250 scripts, including almost all plays published in the country in the past 50 years.

A summer drama student workshop now operates at the Austin campus of the University of Texas.



The Snyder High School, Texas production of "Romeo and Juliet", winner of the first prize in the 1977 Texas state-wide drama contest.

for outstanding high school players emerging from the contest. Similar summer workshops are sprouting in the lesser colleges and smaller towns. Again, these can be directly attributed to the growing interest in amateur dramatics emanating from the contest.

Organizers proudly point to the glittering list of internationally known professionals who gained their start in the contest—Baruch Lerner, David Mamet, Peter Bogdanovich, Rip Torn, Kathy Crosby and Tommy Sands. Tom Jones, who wrote the current Broadway success *The Fantasticks* started scribbling his Texas high school days expressly for the contest.

"They're so delighted that the quality of the productions is growing year by year," says Mr Murray, "is due to the blurring of qualified drama teachers in the schools instead of just using an English teacher like in the old days. Nobody wants his school to be at the bottom of the league. So instead of 'et cetera school' 'et cetera' clubs most high schools now realize the potential of offering academic courses in drama where theatre development in the social sense, and the history and literature of drama can be taught as a serious subject."

Even the judging panel has become more professional. Originally it was fairly easy to be taken in by a judge. Enthusiasm and elementary knowledge of theatre was all that was required. Today a judge must have at least a bachelor's degree in theatre arts and hopefully even more. "They must have also

attended the special workshop judges recently set up by the contest's organizers."

Mood has changed, too. After a period of avant garde plays in the 1960s, the 1970s have seen a return to realism. Each entry may run no longer than 40 minutes. Often it is a depiction of a much longer play. Original works are also allowed. Teachers and even some students have written for the contest. The original plays which do well in the competition are subsequently picked up by commercial publishers. Currently there are about 50 original dramas used.

No move has yet been made to incorporate technical or engineering disciplines into the contest. "We confine ourselves to the theatre as an art form," explains Mr Murray. "Writing, acting and directing. And we are getting better all the time. Each season more and more representatives from other states come to visit Austin during the week and go away with plans to set up similar schemes. Professional talent scouts and even drama publishers are also increasingly in evidence that dramatic first weeks are more than just a school song. They are a future career on the firing line as well as the pride of the home town."

For more information write to: Lynn Murray, State Drama Director, The University Interscholastic League, Box 8028, University Station, Austin, Texas 78712.

"Where do we go from here?" continued from page 37

drama posts to be filled. In spite of the fact that there is increasing recognition of the value of drama in education, it still has low status. In the course of running numerous courses, the following impressions were made:

1. The majority of drama specialists are young, enthusiastic and reasonably well paid.

2. The majority of posts given for drama are scales one or two. There are very few posts of responsibility. Many English teachers who have responsibility for drama have no prospect of doing so. There are serious implications for the development of the subject as many able teachers leave drama to do other things before they have built up enough teaching experience.

3. Many drama specialists who are in the subject are not given the status which would give them a great deal of time to devote to the subject. Not only do they have to do other things, but many of them are not given the opportunity to develop their own ideas, but must follow an extended period of time.

4. The long-term future of drama is threatened because the number of drama teachers is falling. Training has been cut. Where there are drama courses, the fragmentation of the unit and modular system does not help in a subject which should involve developmental training.

5. One factor that emerged plainly as a result of the project is that drama is still being used as a vehicle for subject in all schools. Much has been done through the National Association of Drama Advisors, but drama teachers themselves need to take responsibility for the development of the subject themselves.

6. This need has been reflected by the formation of a National Association of Teachers of Drama. Together with the Schools Council Drama Project they are running a "Drama in Education" project from January 87 on the "Drama in Education" project.

7. This will set up working frameworks for the development of drama in local authorities, mainly through local associations. It will also set up a network of drama specialists for specialists and regional networks can be set up to promote drama in education.

8. One of the most positive trends is present is the increasing enthusiasm among drama teachers not only to improve their professional skills, but also to help non-specialist teachers. In general standards are improving. Teachers are articulating and critical about their work and in spite of the many cutbacks, there is a general optimism.

9. Finally, in considering the future of drama in education, it is important to come back to the original purpose of the project. It was to see if drama could be used as a vehicle for subject in all schools. Much has been done through the National Association of Drama Advisors, but drama teachers themselves need to take responsibility for the development of the subject themselves.

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Waldorf National Letterwriting Competition for Schools

LETTERWRITING: free expression or formal exercise?

In praise of the letter

As a means of transmitting news, the letter has suffered a steady decline since Roman messenger-birds. It has been replaced by the telephone, the telegraph and a galaxy of satellites many allow more instant communication and except when outwitted by large organisations, today's products tend to travel at a more sedate pace.

The Times correspondent columns notwithstanding, it is also unlikely that the letter will ever again have quite the dramatic effect of say Emily Zule's "J'accuse", which brought about public unrest and rioting in the streets. These days television, computer and parliamentary hunkering provide a more immediate platform for social and political comment.

Yet the letter still plays an important role in society. Even if one cannot quite embrace Voltaire's sentiment "the post is the consolation of life" (How many fine letters did he receive?) as a means of expressing intimate thoughts, the letter has no electronic equivalent. It is a unique, personal, and often a most beautiful, way of communicating.

"My very precious one... Good-bye sweet love. All my love I pour out to you, son of my life. Ever your very, very own."

Not quite what you would expect from Casanova, Alexander Dumas or even the most romantic of poets, but these words are extracted from his letter to Nicholas II, who would have believed that the great Napoleon could have written such moving words as "My very own" in response from Empress Josephine.

"With what ardour I read it from letter and yet it has taken a deal of time to become there is not a word which has not made me weep; but those tears were very sweet."

Is this the same Napoleon who ruthlessly carved an Empire? I doubt it. This is the same Napoleon who ruthlessly carved an Empire? I doubt it.

"You must not give me pleasure by your letter—and even if the subject has not been answered, I ought still to thank you."

Eventually, however, it is actually receiving a letter that gives pleasure—the content is often less important. Michael Faraday was obviously more at home preparing scientific papers than penning letters of love.

"My dear Sarah, I have been thinking all morning of the very delightful and interesting letter I would send you this evening... (I) am not a master of words fit for the purpose and still I ponder and think on your children, trials, all, Davey, steel, mercury and fifty other professional fancies swim before me and drive me further and further into the quagmire of stupidity. From your affectionate friend, Michael."

It is pleasant to record that Serah

did not get the job. His referee, then, Salomon, recommended some one else. Perhaps Salomon made the fatal error of mentioning that he was "at the present time without employment."

Let us suppose, therefore, that you have found true love and secured a good position through your rhetoric. Unfortunately, what with the kind, needing new clothes and the dog undergoing a series of treatment, funds have become somewhat stretched....

"I require an immediate loan of ten thousand francs... I ask it of you against my promise to endeavour to repay you in three years' run of my receipts." (Richard Wagner, 1861)

The request may be a trifle extravagant but the approach is not far removed from the typical overblown request. Nor is the reply.

"Dear Herr Wagner, I regret that I cannot be of service to you."

Robert von Hunsen, a composer, a letter to the bank manager, a fine blend of confidence and shrewdness. The inevitable refusal has however a historical parallel. Abraham Lincoln, a fine chap when emancipating slaves, took on the character of the average Western branch manager when replying to his step-brother's request for a loan.

"Dear Johnston, Your request for eighty dollars, I do not think it best to comply with now...."

The letter then, plays an important function in our daily life, both private and business. No matter what advances are made in the science

of communication, it will continue to do so. What other medium can offer a similar insight into our most intimate thoughts and emotions? A Treasury of the World's Great Letters, from which these extracts are drawn, states emphatically—

"The belief that the telegraph and telephone killed the art of letter-writing is in my opinion without foundation. One might as well deplore the passing of great letters, great strength, great art."

On a more personal level, William James is as convincing—

"As long as there are postmen, life will have zest."

In September, every school in the country will receive, through the post, details of the third National Letterwriting Competition for Schools.

The Competition, which is open to 7-14 year olds, is a serious attempt on the part of the sponsor, to stimulate interest in letterwriting and improve standards in handwriting, spelling, neatness, grammar, style, layout and so on. Since the competition began in 1974, it has gained the reputation of being a seriously and impartially judged with the highest integrity. A record number of entries, more than fifty thousand, was received in 1976 and the sponsors are optimistic that this figure will be doubled in 1978. The story of the competition is told in this feature. Included is a coupon to send for entry forms which can also be obtained direct from The National Letterwriting Competition for Schools, PO Box 36, Hyde, Cheshire SK14 4BC.

The National Letterwriting Competition for Schools

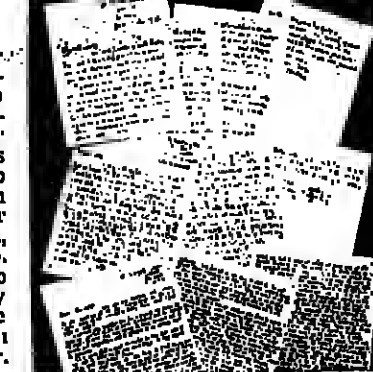
Why write letters?

To complain about something, or even to compliment on good products or services for example, to make reservations, seek information, confirm arrangements or record an agreement. A letter is necessary when applying for a job and a good means of expressing an opinion to a newspaper, magazine, congratulations and of course, love. The list is endless but adds up to the fact that, despite that letterbox Pandora's Box, the telephone, we all need at some time to put pen to paper in the form of a letter. It is unlikely however that convenient though it may be, the telephone will ever entirely kill off the letter. It has, unfortunately, certainly affected the number we do write, and this is a pity. We need to have more leisure time than ever before, the person who is happy to use some of it to writing to friends or family is rare indeed.

Incentive to write

The National Letterwriting Competition was devised to revive this declining enjoyment and interest in letterwriting and offers incentives to writers. The competition is open to all schools and is run by the National Letterwriting Competition. The competition is open to all schools and is run by the National Letterwriting Competition. The competition is open to all schools and is run by the National Letterwriting Competition.

With these hoed aims then, the competition was first launched in 1974 as a bi-annual event, occurring again in 1976 and now, for the third time, in 1978. The competition was first launched in 1974 as a bi-annual event, occurring again in 1976 and now, for the third time, in 1978.



These well held out letters from eleven, ten and eight year olds, were among the 1976 winners.

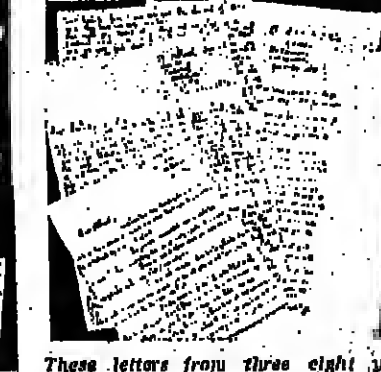
to ensure that the competition appeals to children and teenagers, the format appears to be working—thirty thousand entries in 1974 increased to fifty thousand in 1976 and hopes are even higher for 1978.

Setting the theme

Each year the competition is open to all schools and is run by the National Letterwriting Competition. The competition is open to all schools and is run by the National Letterwriting Competition. The competition is open to all schools and is run by the National Letterwriting Competition.

Schools from all over the country took part, more than one thousand schools in all. The competition is open to all schools and is run by the National Letterwriting Competition. The competition is open to all schools and is run by the National Letterwriting Competition.

By closing date in November 1976, Waldorf's headquarters at Hyde in Cheshire, was staggering under the weight of fifty thousand letters! Preliminary judging whittled down numbers down to one hundred in each of the four designated age groups—7-8, 9-10, 11-12, 13-14—leaving the panel of judges with a smaller but difficult task of choosing five winners in each group.



These letters from three eight year olds, won their school prizes in the 1976 competition.

The final judging the following February was undertaken by Valeria Singleton, who chaired the panel of judges. The panel consisted of teachers from Waldorf High School, and Les Ayres, Editor of Head Teacher's Review and himself a former head teacher.

When serving with the R.A.F. during the last war, one of my saddest recollections was of numerous similar letters from the front, all of which were clearly the information which is to be communicated.

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Let's get it right

L. J. Ayres, Editor, Head Teacher's Review

Of all forms of written expression, the letter is the most difficult to write. It is a form of expression which is both personal and public. It is a form of expression which is both personal and public. It is a form of expression which is both personal and public.

1. Clarity of expression—ideas must be clearly expressed. 2. Originality—interesting, amusing, fresh in the text. 3. Readability—easy to read, well structured and well presented. 4. Structure—like a Methodist sermon, a good letter should have three main parts, introduction, main points and conclusion. 5. Observation of currently accepted grammar, punctuation and layout. 6. Character and legibility of cursive.

I receive many letters and articles condemning the recent move for encouraging children to express themselves in writing without the restraints of correct spelling and grammar. Any such move is a disaster. The move will only lead to a further decline in the quality of our written communication.

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Honourable Intentions

"We don't pretend to be purely altruistic in our motives for sponsoring the National Letterwriting Competition for Schools. We want to be honest about our motives for our own benefit as stationery product manufacturers, and for the benefit of our customers who sell stationery products. We do feel, however, that it's a good competition in every sense—it's about its content and the rewards it offers—and we don't have children or schools who don't use our products."

It's almost impossible to measure how much our sales are increased by the competition, but the good will it engenders would measure in millions if it were a solid commodity. Len Brown, Marketing Director, Waldorf Stationery and Greeting Cards Limited.

Waldorf initially devised the National Letterwriting Competition to stimulate interest in letterwriting and were gratified with the response from educationists and others who deplored the lack of interest in and standards of letterwriting today.

The company felt that by offering incentives to children and an interesting subject to teachers, the art of letterwriting could be given a much needed boost. In the six years since the inception of the competition, they have worked hard to build up its reputation and have established its credibility as a worthwhile venture.

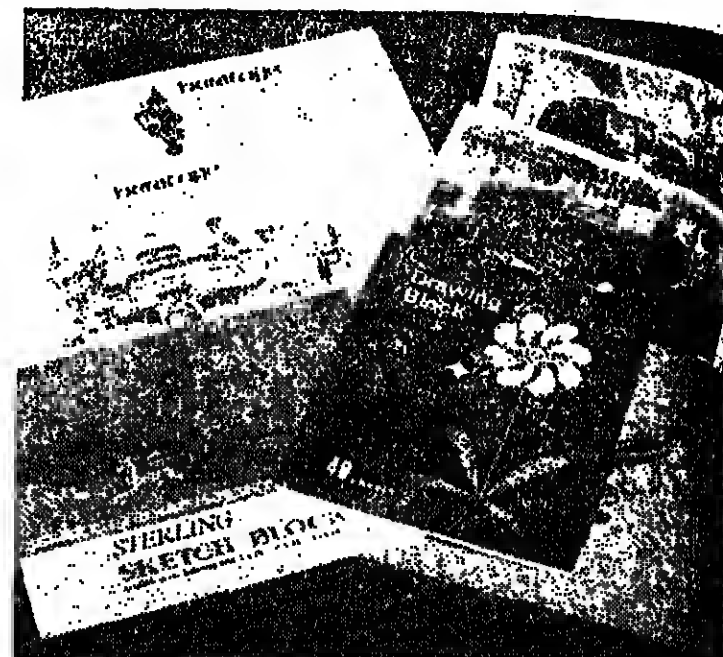
Credentials: Waldorf is itself a long-established and well-respected manufacturer in the stationery field. It was founded in London eighty-five years ago as a small company called Jacobson and Welch. It moved to Hyde in Cheshire in 1899 when it took over the British Envelope Company. In 1935 it took the name of the original mill building and became Newton Mill Limited. Since then a new factory has been added and the name changed yet again, to the present one.

Today, Waldorf occupies about 3,000,000 square feet of factory space and production is geared to a modern flow-line system. The company is a major employer in Hyde.

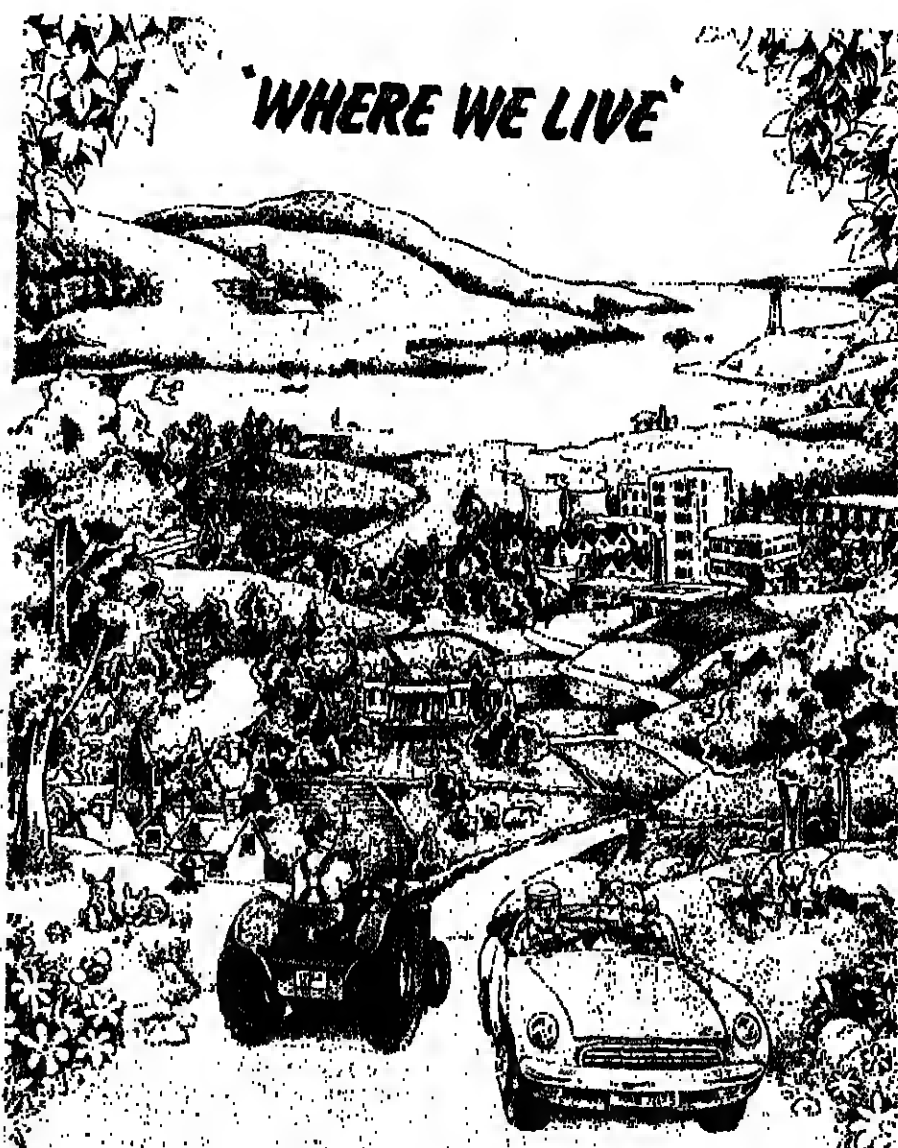
STERLING PRODUCTS
The company trades under two brand names, "Waldorf" and "Sterling". "Waldorf" covers most of the social stationery lines—note paper and envelopes, informal notes, address and telephone books, scrapbooks, notebooks, etc.—and greeting cards. The Waldorf card range is one of the largest and comprehensive available, covering every possible occasion.

The "Sterling" brand name covers mostly school and office stationery and includes notebooks, refill pads, exercise books and sketchbooks. The company sells its products to the wholesaler and direct to retailers and LEAs. It also manufactures, for the major retail chains, products which sell under their own names.

To qualify for bonus prizes in the National Letterwriting Competition, however, entrants should use Waldorf or Sterling branded products. Anyone who has difficulty finding a local stockist should contact Waldorf at PO Box 2, Hyde, Cheshire SK14 4HG.



Waldorf produces sketch books and scrap books for all ages—from infants to "Puffin" drawing books for the very young to the sketch pads of the Heritage range containing top quality cartridge paper.



It's well worth writing about

Here at Waldorf we are anxious to contribute our efforts to help promote the growth and development of scholars' writing skills. With this in mind, we have been encouraged to mount the third Waldorf National Letterwriting Competition for Schools. We have chosen the conservation theme because we believe it provides great scope for flair and imagination and at the same time tests a child's awareness of its surroundings.

To stimulate maximum interest is our great bonanza of prizes,

including 40 Fabulous Adventure Holidays for the lucky winners, Bonus Prizes, Special School Prizes and a host of consolation prizes.

Britain is a beautiful country and we want to know how your children feel about preserving the good things around us. So if you want to see these young minds blossom while the earth grows, send for your Competition Entry Forms and Posters now!

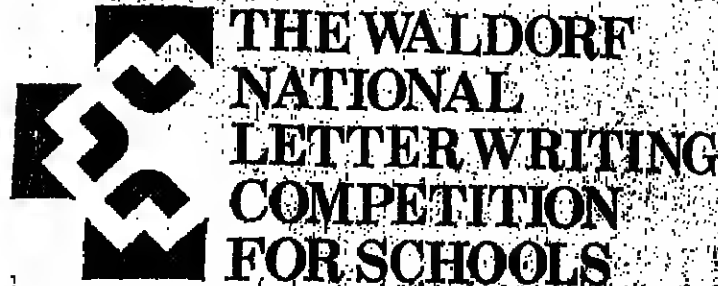
To: Waldorf National Letterwriting Competition for Schools, PO Box 2, Hyde, Cheshire SK14 4HG.

Please send me [] Competition Entry Forms and [] Posters for the Waldorf National Letterwriting Competition.

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The company trades under two brand names, "Waldorf" and "Sterling". "Waldorf" covers most of the social stationery lines—note paper and envelopes, informal notes, address and telephone books, scrapbooks, notebooks, etc.—and greeting cards. The Waldorf card range is one of the largest and comprehensive available, covering every possible occasion.

The "Sterling" brand name covers mostly school and office stationery and includes notebooks, refill pads, exercise books and sketchbooks. The company sells its products to the wholesaler and direct to retailers and LEAs. It also manufactures, for the major retail chains, products which sell under their own names.

To qualify for bonus prizes in the National Letterwriting Competition, however, entrants should use Waldorf or Sterling branded products. Anyone who has difficulty finding a local stockist should contact Waldorf at PO Box 2, Hyde, Cheshire SK14 4HG.

Exploring strategies

on Nixon on teaching about race relations

sometimes feel schools are becoming ill-equipped with decision-making, off meetings, departmental meetings, meetings of heads of departments, language working party meetings, and so on. It is not that there are too many meetings, but that they are not always well-planned and do not always lead to a clear decision. The question of time was crucial. Within my own classroom I found that a single term was just not enough to achieve the necessary rapport to tackle seriously with a group a theme such as race relations. Given the short time available it was all too easy to appear to be offering a set of open-ended choices while in fact manipulating the lesson in such a way that the racial issue was bound to emerge. This may account for the fact that several teachers, including myself, explored the theme by analogy. Although this indirect approach proved an effective way of distancing the issue, the question as to whether the pupils were making the necessary links between the fictional world they were creating and the real situation remained unanswered. Those of us who are committed professionally to the belief that educational drama has a valuable contribution to make to the school curriculum are loathe to entertain a somewhat simplistic notion of the transference of learning within the classroom.

Seeing a group of pupils shaping an improvisation we are apt to talk rather glibly about them "reflecting" upon certain themes and issues. But what if we are to go further and say that each of the pupils is working together, to the ability to work together, to initiate ideas for the group and develop the ideas of others, and achieving

an emotional and intellectual map of certain issues is a delicate one. In performance of stage-play, drama the plight of a few individuals stands out in our consciousness. In drama there is greater capability among the players, but the issues or dilemmas are not as sharply delineated. The problem of finding a focus is a vital one.

It is hardly surprising, therefore, that good improvised drama work in the area of race relations is rare in schools. If this situation is ever to be remedied, drama specialists need not only a renewed commitment to teaching about race, but also a new rationale within which this commitment might operate. Such a rationale, of shared insights, could only be maintained by teachers coming together and thinking seriously and deeply about their own classroom practice.

Improvement in this kind of reflective exploration, however, exposes the teacher on two fronts: by admitting that his teaching may be less than perfect he risks being seen by the head as incompetent, and by increasing the range of his own professional expertise he risks being seen by his colleagues as over-zealous. The vulnerability and isolation of the teacher working within an innovative programme of work such as the Race Project can only be alleviated by a recognition on behalf of the school that drama is to function as a necessary classroom practice is a normal, rather than an exceptional part of the teacher's role, and by the subsequent provision of local resources, including free time for school-based action-research to be carried out.

This, surely, is where the recently formed National Association for Drama in Education and Children's Theatre might provide a cutting edge. If professional associations are to function as anything other than select social clubs, they must be prepared, should the occasion arise, to lead the lobby against headteachers and local education authorities who fail to give the drama teachers the resources to gain a greater understanding of, and proficiency within, their own classrooms.



Waldorf Marketing Director, Len Brown.

Message from Peter Smith, Secretary of State for the Environment. "I welcome this competition as a timely and effective way of encouraging children to observe and write about the environment. Children should be encouraged to look closely at the world they live in and be seriously concerned about the damage done to it. We must make them aware of the environment as their concern."

The Art of good Letterwriting

The following points are taken from the booklet "Writing a Letter" by Kathleen Wood and Len Brown, which is published in association with the Post Office, by Nelson & Sons Ltd., London. Windmill Road, Sunningdale, Middlesex. The booklet is available from Nelson, price 60p.

1. LAYOUT—Aim at leaving a clear margin at each edge of the page.
2. HANDWRITING—So that you can read it easily, yet so frequently sloppy, think about the position of the letter. Can you write your personal squiggles?
3. THE ENVELOPE—Always use an envelope. It is the top of the envelope that is the most important part. It should be clearly marked with the name of the person to whom the letter is sent. Remember to print the name of the person to whom the letter is sent. Use the postmark to show the date and time of the letter.
4. Get to the point as quickly as possible. Without losing interest of your reader, repetition and unnecessary point of interest.
5. Build your letter around a point of interest.
6. Think carefully about what you are going to say. And don't be afraid to say what you really think. The choice of words is important. Remember that your letter may be read by someone who is not your friend or acquaintance. For more occasions when you are writing a letter, see the booklet "Writing a Letter" by Kathleen Wood and Len Brown, which is published in association with the Post Office, by Nelson & Sons Ltd., London. Windmill Road, Sunningdale, Middlesex. The booklet is available from Nelson, price 60p.

The players' tale

profile of a community theatre group

by Pamela Cooley

At The Other Oxfordshire Theatres Company 2 (T.O.O.T. 2) pile their props into a battered van, one of them makes a mock complaint about the unattractiveness of having to perform at 10.45 on a glorious summer evening, another shouts for fan music in response to a thin doodle of recorder music breaks off in mid phrase.

There is a certain amount of shouting about for forgotten oddments before the two actors, two actresses, musician and a couple of student friends helping out in their vacation, squeeze into the van and off for the first show of the day.

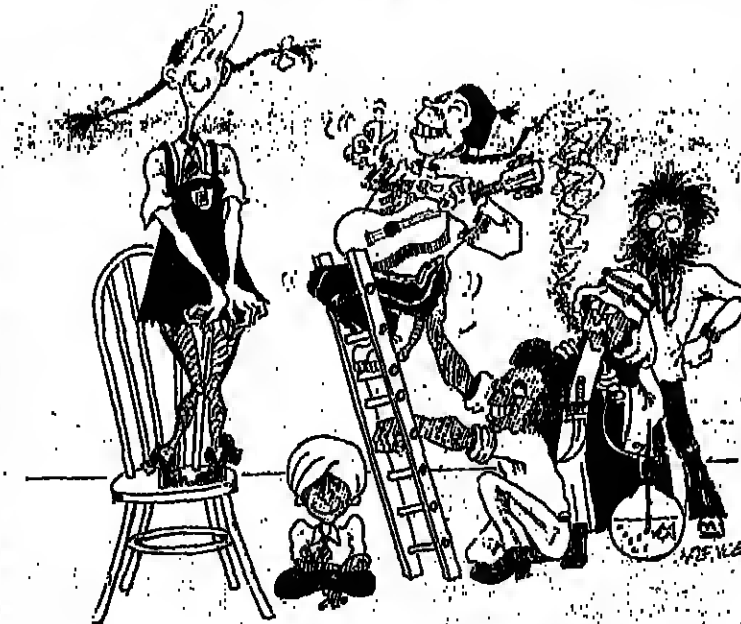
The Rites of Bath—at a large comprehensive school on the outskirts of Oxford.

After a hasty lunch back on the road, the van is taken to the M4 in the Moon Show to a small private junior school on the other side of the city.

To anyone connected with the dozens of small companies which struggle to make a living by bringing entertainment with education to schools (and through their efforts help to keep theatre alive for a TV-reared generation), the scene will be familiar. But, apart from the outward similarities, T.O.O.T. 2 quite properly feel themselves to be unique.

They are not only concerned with theatre in education. "Although T.O.O.T. 2 is the heart of our work and it will continue to be most important," says Jill Laméde, founder member of the company who takes the female leads and acts as co-ordinator, "we are really a community theatre group. Our aim is to serve the whole county in whatever way we can."

They work in youth clubs, running workshops specializing in puppet and theatre games. They



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In Role consists of 5 sections of short role-plays on different themes and a sixth section of 3 longer situations. The actors read of general situation and then each individual reads separate instructions on his or her role. In this way the common temptation to preplan an improvisation is avoided.

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Edited by Robin Rook

A collection of ten short plays for use in Secondary schools, each lasting approximately ten minutes. These plays have been specially written by modern playwrights, some of whom are internationally known.

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David Walker

Thirteen short plays with themes and situations relevant to young people, who can use them as complete entities or as starters for their own writing and improvising. It will prove useful right across the age and ability range in Secondary schools.

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Suitable for 11-14 year olds, this book consists of eight plays set in modern times, but based on some of the well-known parables of Jesus, including The Sheep and the Goats, and The House Built on Rock.

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Already published:

Parable Plays

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Jane Moran

Six History plays covering topics from the Roman occupation of Britain to Petkin Warbeck in the Tower, suitable for 11-14 year olds. The plays are fictional but securely rooted in historical fact and will serve as ideal introductions to topics being studied.

64 pages 85p

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Parable Plays

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A most demanding syllabus

Leigh Eduardo reflects on the A level in Theatre Studies

I first heard about the new A level examination in theatre studies in September 1975, when a small group of teachers from the South Eastern counties met, at the invitation of the Associated Examinating Board (AEB), to discuss the possibilities of introducing a pilot scheme course. I couldn't know it then, but my school would become one of the first—and the only one in London—offering the very difficult syllabus over the next two years. Since that first meeting, I have taken two groups of students through the necessary studies and the examination, and have come to consider the syllabus to be one of the most demanding, if not the most demanding, in the school curriculum. Consider this syllabus: through a series of set texts and plays, essays and theoretical treatises, the arts and techniques of theatre are explored in the greatest detail, from its earliest ritualistic beginnings to the infinitely varied theatre of today. This study comprises the heart of the course; it is allotted two papers, with a weighting value of 70 per cent of the total marking scheme. The academic tendency of the course is immediately apparent. The remaining 30 per cent of marks are devoted to a practical examination of individual technical skills, allowing the student to utilise his talents and personality. This can take the form of acting, stage management, make-up and the like. There is also a group project, which, in quite the syllabus, "should be a realisation of an original dramatic programme that the candidates have created by themselves from ideas explored while working on the course". This original piece of work must be no less than 15 minutes long (small group) and no more than 45 minutes long (large group). I had reasonable groups on both occasions and there-

fore aimed at a project lasting approximately 30 to 40 minutes in length. A working notebook must accompany the individual skill, which describes in detail how the student, over time, arrived at his final presentation. This notebook is most necessary; it need not be in diary form, if the student has other viable ways of communicating his ideas and aims. Inevitably, there is a limitless amount of research for both written and practical examinations. In an article as short as this, it is only possible to give a general viewpoint, but the enormous demands of the syllabus will be apparent from the following notes. Paper one requires a study of some, or all, of the following:

- Theatre as an expression of culture: ritual, Greek theatre, medieval theatre, commedia dell'arte, neo-classical theatre.
- On dramatic theory of the twentieth century: a set study of Stanislavsky, Edward Gordon Craig, Meyerhold, Brecht and Artaud.
- On contemporary theatre: a study of at least two of the following, and if possible, some personal experience: the living theatre, theatre workshop (concerning in the main, Joan Littlewood and documentary theatre), the English stage company, Peter Brook, Jean Louis Barault, Grotowski, fringe theatre, theatre-in-education and underground theatre.

For paper two, no less than 20 plays, covering a span of 400 years of international theatre, are offered. Shakespeare is compulsory; so is a question on either Brecht or Chekhov. Choice became inevitable throughout the entire study for the written examination; but paradoxically, one must cover everything on paper one because, in the scheme of theatre

and of theatre history, every given heading is important and relevant. The same can be said for the set play texts, for they naturally express views and opinions about their own periods, in social behaviour in religion and politics. Having completed the two-year course twice, I have, naturally, a much more definite approach to the work for my up-and-coming third group, commencing in September, 1978.

Here are some of my reflections:

- (a) It is essential that the student should have had some training in drama before he commences the course (CSE, or O-level drama, or example), as there is absolutely no time to train in the basics of acting and "theatre sense".
- (b) Discussion is vital (as opposed to neutral teaching) and one should see as much theatre as possible. Television, I have found, offers some excellent plays, both in content and in production techniques (meaning play production as opposed to television production). Although the play is seen on television, it has many production points common to both the stage and the television screen. Over the past two years there have been some fine examples of Greek tragedy, medieval mystery plays, renaissance comedy, to say nothing of Brecht, Chekhov and Shaw.
- (c) Television also helps immensely in establishing period, costumes and the more personal (idiosyncratic) of human nature, having the advantage, over the stage, of close-ups and exterior location shots. Thus the student watching a good television production of Chekhov or Restoration play, for example, is able to observe many aspects of the human condition not possible on the stage. At the same time, the student must never be allowed to forget that the plays were originally written for presentation in the theatre. In other words, television productions should be used as an extra boost to the actual study of the theatre.

(c) The group project should be started very early in the second year of study. I found that this particular section of the exam devoured more time than any other, requiring many supervised discussions before the students were able to go their (collective) own way on a definite plan of action, which had evolved out of their own work. My first group of students offered a theatrical dissertation which tried to decide which was the better writer—Shaw or Stokess—after numerous discussions, and false starts, they finally turned in a 40-minute play, involving the two giants of our literary theatre, in argument with each other and with some of their best-known creations also in dispute—Leah, Captain Shotover, Macbeth, the Dauphin of France, Cleopatra and Mrs Warren. The piece, called *Reflections in Limbo*, was clever, amusing and witty, if a little crude as a visual event.

The second group was lucky in that it decided upon its topic in the first discussion period: did man create God, or did God create man?—eventually called *Vatican Three*. Remembering the tendency to the verbose in the first group's project, I deliberately steered the second group into more bluntly theatrical waters—with greatly improved results.

- (d) Students should read as many of the set plays as possible but they should make their final choice for "depth study" texts by the beginning of the second year of study.
- (e) When one recalls the vast amount of time and study for both the group project and the individual skill, 30 per cent weighting of marks

up the ramps, or for a more detailed discussion with teachers. At the primary school, Man in the Moon Show company has also successfully put and formed rather more to the THE image. It suits what I have found based on facts and myths about the moon. It is an impressive response to the children's own ideas. On the afternoon, I saw they had to work hard, a lot, excited and often of five to 10-year-old school with and his first experience in the theatre. Thank heavens it was not the end of the world, as I was just too close to the term and there was a discipline from the group. I took it just as a treat, future plans include education for younger children, music and nursery rhyme. They are also, a ambitious family show, Henry Tann Magic, about the life and an eccentric Victorian put on to a conjuring exhibition of 2000 which make a festival social life in 19th century. They are also a puppet show, *Liberty's Travels*. T.O.O.T.2 are doing big their county, but Lambou if they want to go outside. Her up the enthusiasm of the company. If they ask us properly.

County of Cleveland SECONDARY SCHOOL HEAD TEACHER

WARSETT SCHOOL (GROUP 11)
(Roll 1229)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this 11-16 comprehensive school. The vacancy arises owing to the promotion of the present Head Teacher as from 1st January, 1978. Financial assistance with household removal expenses is available in approved cases. Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned by not later than Friday, 22nd September, 1978.

City of Manchester

Education Committee
HIGH SCHOOL OF ART
Lord Street, Cheshire, Manchester, M3 1HO
HEADSHIP
Group 8.

Required for January, 1979: Applications are invited from experienced teachers for the post of HEAD of this 11-18 inner-city comprehensive school, which will become vacant because of the retirement of the present holder. Salary: £7,888-£8,373 plus Social Priority Allowance. This school has fostered a unique though balanced curriculum with a special emphasis on creative skills. Application forms and further particulars are available from the Chief Education Officer (S2/JFC), Education Offices, Crown Square, Manchester, M2 5BB, to whom they should be returned by 22 September, 1978.

North-West Essex Area THE BRAMSTON SCHOOL Spinks Lane, Witham (Roll 1390) Group 11

HEAD

For this well-established eight form entry co-educational comprehensive school for pupils aged 11 to 18 years with effect from the beginning of the Summer Term 1978. Closing date: 29th September 1978. Application forms and further details obtainable from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.



Essex County Council

EDUCATION COMMITTEE

Appointment of Headteacher

NEWARK SCOTCH HILLS HIGH SCHOOL
Windor Road, Newark, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is headed by the death of the Headteacher, Mr. E. Hargreaves, B.A. Number on roll: 720. Salary Group: 9. Vacant: to be filled as soon as possible. Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall. Closing Date: 22nd September, 1978.



Nottinghamshire
County Council
County Hall West Bridgford
Nottingham NG2 7AE

Ealing

EDUCATION SERVICE

RE-ADVERTISEMENT CARDINAL WISEMAN RC HIGH SCHOOL

Age range 12-18 years
Greenford Road, Greenford, Middlesex
Required for January, 1979.

HEAD

Group XI plus London Allowance £402. In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation. Application forms and further particulars are obtainable from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing W5 8BU, and must be returned to the Chief Education Officer within two weeks from the date of this advertisement. (SAB).

BOROUGH HARINGEY

HIGHGATE WOOD SCHOOL,
Montenile Road, Haringey N8 6RN

A HEAD TEACHER

Required from 1st January, 1979, for this Group 11 mixed 11-18 school. There is a roll of nearly 1200 pupils, including 120 in the sixth form, and a staff of 68. The 7-form entry school, housed on two sites, with the third year and above in modern well-equipped buildings, serves a multi-racial community. London Allowance (£402) and 100% removal expenses are payable.

Forms of application, together with further particulars, are available from the Chief Education Officer, Education Offices, Gomersal Road, Tottenham, N17, to whom the forms should be returned, with a letter of application, by Monday 25th September, 1978.

headship

Hadfield School

Applications are invited for the Headship of this purpose-built 11-18 comprehensive school, situated near Glossop in the north-west of the County, close to the Peak District National Park. The school opened in 1971 and now has 900 on roll, including 30 in the sixth form. Salary on the basis of the last triennial review: Group 9. Closing date: 14 days after the appearance of this advertisement. Application forms and further particulars for the above post, (s.a.e. foolscap, please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

DERBYSHIRE County Council

COUNTY OF SOUTH GLOUCESTERSHIRE

HEAD TEACHER

GROUP 7 (S)

CASTLEFIELD SCHOOL, RUMNEY, CARDIFF

Applications are invited for January 1979 from suitably qualified teachers for the post of Head Teacher of the above school for boys aged 12-16, with moderate to severe learning difficulties. Applicants must have good teaching experience at a responsible level and vision and imagination to develop the school for its specialised role in the future.

Application forms and further particulars may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement. F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

NORFOLK COUNTY COUNCIL Education Department

For recruitment from January 1, 1979, or as soon as possible thereafter:

HEAD ACLE HIGH SCHOOL (Group 9, Roll 506, Coeducational, 11 to 16 years) HEAD (DESIGNATE) MARTHAM HIGH SCHOOL (Group 9, Estimated Roll 600 by 1984)

Credentialed, mainly 12 to 16 years. The present Martham Secondary School is being reorganised as an all ability High School from September 1979. Application forms and further details may be obtained from the County Education Officer, County Hall, Martin Lane, Norwich NR1 2DN, to whom completed forms should be returned as soon as possible and not later than September 20, 1978. A stamped addressed foolscap envelope must be enclosed.

NORTH YORKSHIRE

BRAYTON HIGH SCHOOL, BELBY (GROUP 8)
Applications are invited from suitably qualified men or women for appointment as

HEAD of this co-educational 11-16 comprehensive school. This is a new school which is expected to open in September, 1979 at which date the Authority hopes to implement its plan for the reorganisation of comprehensive lines of other secondary schools in the area. Brayton High School, which will occupy purpose built premises, currently under construction, is situated in a pleasant residential area to the south of the town of Selby. Further details and application forms (returnable by 25 September, 1978) are obtainable on receipt of a s.a.e. from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

SCARBOROUGH SIXTH FORM COLLEGE,
SCARBOROUGH (GROUP 11)
Applications are invited from suitably qualified men or women for appointment as

PRINCIPAL of this co-educational Sixth Form College. The post falls vacant on the retirement of the present Principal on 30 April, 1979. There are approximately 650 students on the roll, of whom about 400 are engaged in two-year "A" level courses. The College which is pleasantly situated on the eastern edge of the town, draws students from Scarborough, Filey and the adjacent rural area, part of which lies within the North York Moors National Park. Further details and application forms (returnable by 25 September, 1978) are obtainable on receipt of a s.a.e. from the County Education Officer, Room 45, County Hall, Northallerton DL7 8AE.

METROPOLITAN BOROUGH OF Rochdale EDUCATION DEPARTMENT

RÖCH VALLEY HIGH Head Teacher

Group 11. Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has approximately 1,160 pupils on roll between the ages of 11 and 18 years. Application forms and further details are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, Municipal Buildings, Middleton, Manchester, M24 4EA, to whom they should be returned on completion. Closing date: THURSDAY, 28th SEPTEMBER, 1978.

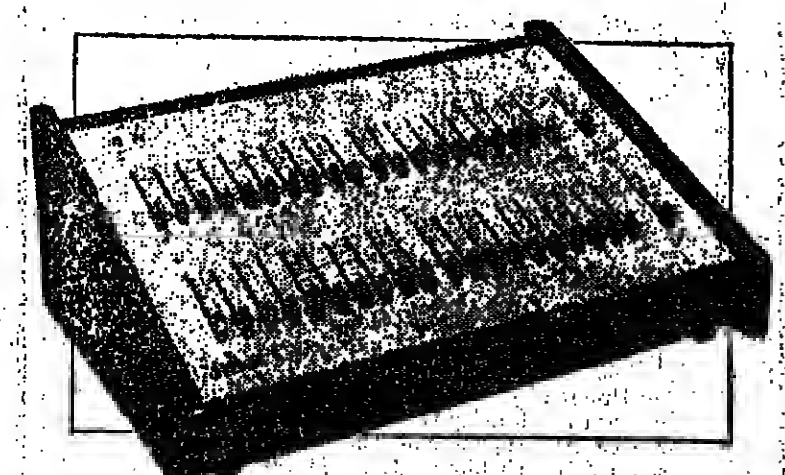
SHROPSHIRE EDUCATION COMMITTEE

Appointment of Head MEOLE BRACE MODERN SCHOOL—GROUP XI (REORGANISING SEPTEMBER, 1981)

The Headship of this Group XI mixed secondary Modern School will be vacant from 1st January, 1979. The school is expected to become an 11-18 Comprehensive School from September, 1981. The successful candidate will be appointed Head of the existing school and Head Designate of the reorganised school.

Application forms and further details (send S.A.E.) from the County Education Officer, Shropshire, Abbey Foregate, Shrewsbury, SY2 6NP, to whom they should be returned by 20th September, 1978.

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SCENE
Setters
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James Main and Simon Charles in *The Knight's Tale* from "The Rites of Bath"

The players' tale continued from page 39.

pleasant, albeit temporary, headmaster and his school, and the players' tale, they are country drama advisers, they are financially and professionally on their own. Their community work helps to subsidise their TVE shows, which, though not at present afford to book them at realistic fees.

Their current production, *The Rites of Bath*, was devised by actor and stage director Simon Grayson for fifth and sixth formers studying Chaucer. It juxtaposes books of the *Canterbury Tales*—those told by the Wife of Bath, the Merchant, the Clerk and the Friar—on the one hand, and the *English* on the other. The *Wife* is played with a delightful wit by an 8-foot high aptly named player, who, as verse spoken by Simon Charles, the lead actor, is a perfect blend of the company's wit and great physicality.

effect at the start of the show, and their costumes are uni-sex and multi-purpose, the four players convey with considerable imagination and ingenuity the complex action and subtle feeling of the tales.

Occasionally, a school has hesitated to book *The Rites of Bath* because "Chaucer is so heavy". But the group manages to retain Chaucer's sexual directness and early humour without wounding others. James Main, who is stage manager as well as playing the part of the maiden and the old woman in the *Wife's* own tale remembers her own amusement. "We spent hours working it out, finding each other around all over the place, but in the end we got a decent 'cape'."

T.O.O.T.2 also keeps a nice balance between informality and theatrical discipline which puts children, many of whom are unfamiliar with themselves, at ease. They make themselves available for casual conversation after the show as they tidy

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For full details and an application form (to be returned by 21st September, 1978) write to Civil Service Commission, Alceon Link, Basingstoke, Hants RG21 1JB or telephone Basingstoke (0256) 85551 (answering service operates outside office hours). Please quote G/9864.

HOME OFFICE

Bedfordshire

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(Further Education)

Salary Scale: F.O.2 (a), £8,732-£17,160 plus £1,400. 2312 supplement. The successful candidate will be given to the duties with administrative experience in a Local Authority Education Department.

Professional
Assistant
(Southern Area)

Salary Scale: £4,925-£9,583 (NJC APTC Scheme Points 31-35) plus £212 supplement. Applicants should be graduates with teaching experience. This post is based in Luton and should be of interest to teachers seeking an initial appointment in L.E.A. administration. Both posts qualify for Essential User Allowances; Car Loan Scheme; Approved removal expenses paid.

Application forms and further details about both posts from D. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Mr. R. Labe, Bedford 63222, ext. 246. Closing date: 18th September, 1978.

BRADFORD COLLEGE

Bradford College requires teaching staff to work on a variety of full-time and day release practical education and training programmes to be initiated as part of the Manpower Services Commission Special Measures Provision for 18 to 19-year-old unemployed young people. Appointments, which will be full-time, may be made on either a short-term (at least one year) or permanent basis, normally at the grade of Lecturer 1. The ability to develop good informal relationships is essential. Craft skills, experience in teaching reading and number, experience with multi-cultural groups are advantages.

General details and application forms are available from the Staffing Officer, Westbrook Buildings, Bradford College, Great Horton Road, Bradford BD7 1AY, and completed forms, together with a letter outlining the contribution that applicants feel they can make, should be forwarded to him to arrive by Friday, 22nd September, 1978.

Bradford College

Colleges and
Departments of Art

Heads of Department

SURREY
COUNCIL OF ART AND DESIGN
Surrey College of Art and Design, Guildford, Surrey GU1 1AA. Applications are invited for the post of Head of Department of Art and Design. The successful candidate will be responsible for the development of the Department of Art and Design, and will be required to have extensive experience in the field of art and design education. The salary will be in the range £8,000-£12,000 per annum. Applications should be sent to the Council of Art and Design, Guildford, Surrey GU1 1AA.

Polytechnics

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THE POLYTECHNIC

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Senior Lecturer in

Graphic Design

Applications are invited for the post of Senior Lecturer in Graphic Design. The successful candidate will be responsible for the development of the Department of Graphic Design, and will be required to have extensive experience in the field of graphic design education. The salary will be in the range £8,000-£12,000 per annum. Applications should be sent to the City of Birmingham Polytechnic, 4th Floor, 100, Broad Street, Birmingham B1 2DT.

NEWCASTLE UPON TYNE

FACULTY OF EDUCATION

DIVISION OF EDUCATION

Senior Lecturer in

Mental Handicap

Applications are invited for the post of Senior Lecturer in Mental Handicap. The successful candidate will be responsible for the development of the Department of Mental Handicap, and will be required to have extensive experience in the field of mental handicap education. The salary will be in the range £8,000-£12,000 per annum. Applications should be sent to the Newcastle upon Tyne City Council, 100, Eldon Square, Newcastle upon Tyne NE1 7RU.

Universities

GLASGOW

THE UNIVERSITY

DEPARTMENT OF

Education

Research Assistant

Applications are invited for the post of Research Assistant. The successful candidate will be responsible for the development of the Department of Education, and will be required to have extensive experience in the field of education research. The salary will be in the range £8,000-£12,000 per annum. Applications should be sent to the University of Glasgow, 100, Glasgow Road, Glasgow G1 1AA.

The Department of Education

has received applications for the post of Research Assistant. The successful candidate will be responsible for the development of the Department of Education, and will be required to have extensive experience in the field of education research. The salary will be in the range £8,000-£12,000 per annum. Applications should be sent to the University of Glasgow, 100, Glasgow Road, Glasgow G1 1AA.

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Instructor

(Male or Female)
Srewford Centre, Harsham

Salary: £2,695 to £3,631 with progression to £1,871 for holders of the Diploma in Training and Further Education of Mentally Handicapped Adults.
This 90-place Day Centre offers a balanced programme of activities and training for a wide range of mentally handicapped people. Applicants should have skills in domestic subjects and/or industrial work. A diploma with the mentally handicapped or teaching qualification would be an advantage but other suitably qualified people will be considered.
This Department is committed to a staff training programme and should attract those wishing to make a career in this field.
For informal discussion telephone Bob Sheppard, Manager, on Harsham 4148.
Application forms are available from the Director of Social Services, The Grange, Tower Street, Chichester, Sussex.

West Sussex County Council

SOCIAL SERVICES

General Advisers for Secondary Education

(Two Posts)

Applications are invited from well qualified and experienced persons for these newly established posts. Candidates should have experience of management and organisation, including curriculum analysis and timetabling, at a senior level in secondary education.
Each adviser will be responsible for the provision of general advice and support for about 26 secondary schools. One post will relate to schools in and around the City of Derby and the other to schools in the south-east quadrant of the County from Long Eaton to Melford. Essential for user allowance attach to both posts.
The County has a scheme of financial assistance covering removal and re-location expenses, etc.
Application forms and further details may be obtained from the Director of Education, Derbyshire County Council, County Offices, Melford, DE4 3AG. Closing date Tuesday, 28th September.

Derbyshire

KENT County Council Education Committee

Assistant Inspector for Environmental Education and Rural Science

Soulsbury Scale £7,188-£7,975

To develop Environmental Education, Rural Science and related studies in Primary and Secondary Schools. Working with the General Inspector with responsibility for Rural Science and Environmental Education. An appropriate professional qualification and teaching experience essential.
Further particulars and application form returnable by 22nd September from W. H. Pelly, County Education Officer, Springfield, Maidstone, phone (0622) 671411, ext. 2481 (Ref. G/P/TES).

Education Department

Senior Careers Officer

Salary £5,058-£6,368

Applications are invited from suitably qualified and experienced careers officers to lead a team working in a group of six ability secondary schools and a tertiary college, and to have a particular responsibility for handicapped and disadvantaged pupils.

Application form and further details from the Director of Education, Royal House, London Road, Twickenham, TW1 30B (01-892 4466, Ext. 219), returnable by 22nd September, 1978.

London Borough of Richmond upon Thames

Lothian Regional Council

Department of Education
Educational Catering Service

DEPUTE REGIONAL ORGANISER

Applicants must hold an appropriate Diploma or Certificate of a College of Domestic Science or Technical College, have a wide and varied experience in the Educational Catering Service and have proven organising and administrative skills.
This is a senior post within the Catering Service of the Education Department and the successful applicant will be responsible with the Regional Organiser for the smooth and efficient running of the Service which produces over 80,000 meals each school day.
Ability to drive essential and a car allowance is payable. £4,368-£5,402.
Application forms and further particulars from Divisional Education Officer, Division 2 (Personnel), 40 Torphichen Street, Edinburgh.
Completed applications must be submitted by September 22.

Education Department

CHIEF INSPECTOR OF SCHOOLS

Salary: £9,585-£10,272 including £297 London Allowance (Soulbury Scale—Burnham H.T. Group 11 equivalent)

Applications are invited from well-qualified candidates with wide experience in the education service and the ability to lead a strong advisory team.
Assistance is given with legal fees for house purchases and towards removal and resettlement expenses where appropriate. Car allowance payable.
Application forms and further particulars from John Fordham, Chief Education Officer, Education Office, 205/209 High Road, Ilford, Essex, IG1 1NN, to be returned by 22nd September, 1978.

Redbridge London Borough

City of Salford

EDUCATION DEPARTMENT

PROJECT CO-ORDINATOR

£4557-£5091 (Youth Leaders Scale, Range 3; Points 3 to 7)

This appointment is for an experimental project at Elton Street (involving the co-ordination of a wide range of activities which will be taking place during evenings and possibly at weekends, in a High School, two Primary Schools and two Youth Centres). The person appointed will be required to work closely with the head teachers of the schools, during full-time and part-time youth services and members of the local community, and will be expected to be involved in the appointment and training of part-time staff who will be working on the project.

This is an important new appointment and applications are invited from mature candidates (male/female) who have had successful youth and community work experience. Further details are available on application.

Post Reference 0055/785.
This post is permanent, open-ended and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications. Please write, or telephone 581 755 5159 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 3BN to whom they should be returned by September 22, 1978.

Education Department

CAREERS OFFICERS

Salary scale £5,684 to £6,817 per annum

Applications are invited from suitably qualified and experienced people for the post of Careers Officer. Officers of the Newham Service work a planned week and are expected to be actively involved in advising employers, counselling and advising young people in schools and colleges, and helping to develop employment. Personal research is also encouraged.

Application forms may be obtained from the Director of Education, Education Office, Broadway, Stratford, London E15 4EH, and should be returned within 14 days of appearance of this advertisement.

J. S. WILKIE, Director of Education.

LONDON BOROUGH OF NEWHAM

EDUCATION DEPARTMENT CAREERS SERVICE

SENIOR CAREERS OFFICER

Grade AP5/SO1—Salary Range £9,050-£9,853 per annum

Applications are invited from those who are suitably qualified and experienced for the post of Senior Careers Officer specialising in work with the handicapped.

Further details and application forms returnable within 14 days of the appearance of this advertisement may be obtained from the Director of Education, Education Office, Broadway, Stratford, London, E15 4EH, J. S. WILKIE, Director of Education, ppds.10e

LONDON BOROUGH OF NEWHAM

Youth Opportunities Programme Officer

£4,343-£4,615 (under review)

This post in the Careers Service offers a challenging opportunity to play a major role in the implementation of the Youth Opportunities Programme in the County, working closely with employers.

Initially the post is temporary for one year but every effort will be made to offer the successful candidate a permanent position in the Careers Service at the end of that period. Applicants should be qualified Careers Officers.

East Sussex

Application forms and details from the County Careers Officer, Room 204, Lewes, West Sussex (TN2 1LW), 5400, ext. 501. Forms to be returned with a full and complete curriculum vitae.

WEST GLAMORGAN County Council

District Education Officer

Salary Scale PO2(3) £7,850-£8,403 p.a. + Stage 1 Supplement

Applications are invited from suitably qualified persons (preferably with teacher/administration experience) for the above post. (Ref. D.E.O.)

Application forms, together with post description, available from the undersigned on receipt of a stamped addressed foolscap envelope.
Closing date: The closing date for receipt of completed application form is Thursday, 21st September, 1978.

John Geale, Director of Education, Education Department, Princess House, Princess Way, Swansea SA1 4PD.

Buy sell or exchange through the TES personal columns for as little as £2.70. Contact our classified advertisement dept on 01-837 1234

NORTH TYNESIDE METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT

SENIOR ADVISER INSPECTOR

SOULBURY GROUP 10, £8,751 to £8,438

Applications are invited for the post of Senior Adviser/Inspector. This is a newly created post, and the holder will be responsible for an existing team of Education Advisers and will be a member of the Education Department Senior Management Team. Extensive experience in both teaching and in L.E.A. advisory or administrative capacities is essential.

Closing date: 23rd September, 1978.
Application forms and further particulars are available from:

The Chief Personnel Officer, Metropolitan Borough of North Tyneside, 7 Northumberland Square, North Shields, Tyne & Wear.

Previous applicants need not re-apply as their applications will be considered.

Senior Advisory Officer for Further Education

£9,288-£9,975 (Soulbury-Burnham H.T. Group 11)

West Sussex County Council. Suitable senior experience in Further Education required for this post vacant 1st January, 1979. Responsibilities include assistance with formulation of policy, advice on, and administration of, course provision, determination of staffing establishments, involvement with Regional Advisory Councils, industry, commerce, Governing Bodies, etc.

Details and form from Director of Education, County Hall, Chichester PO19 1RF, on receipt of foolscap a.e.
Closing date, 18th September, 1978.

West Sussex County Council

West Sussex

Senior Advisory Officer for Primary Education

£9,288-£9,975 (Soulbury-Burnham H.T. Group 11)

This Officer is one of five who lead the advisory team. Responsibilities include assisting in the formulation of policy, stimulating and monitoring of educational developments, coordination of advisory activities in primary schools, and work related to appointments and probationers. Candidates must have wide experience, detailed knowledge and full understanding of primary, including middle school education, and be prepared to work within the overall context of the entire education service.

Details and form from Director of Education, County Hall, Chichester PO19 1RF, on receipt of foolscap a.e. Closing date 20th September, 1978.

BUCKINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

General Adviser

First School and Nursery Education

Salary scale: Soulbury—Heed Group 9 (£8,217 to £8,901 p.a.)

Applications are invited for the post of General Adviser with a particular responsibility for First School and Nursery Education. The vacancy is for 1 January, 1979, on the retirement of the present holder. Applicants should be well qualified with good experience of teaching young children.

Essential car user allowance, 100 per cent removal expenses, lodging allowance and assistance with legal expenses payable in appropriate cases.
Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP8 0JZ, on receipt of a stamped addressed envelope. Completed applications to be returned by 10th September, 1978.

CAREERS SERVICE

Specialist Careers Officer

required to work with Special School leavers and other handicapped young people. Applications are invited from suitably qualified, experienced careers officers attracted to this challenging post.
Salary within the A.P.S. Scale (£5,058 to £5,358 p.a. inclusive).

Application forms and job descriptions are obtainable from the Administration Manager, Room 708, Grant House, High Road, Wembley, Middlesex, and should be returned by 21 September.
Telephone 01-803 0371 (24 hour Answer Service). Reference No. E/78/D must be quoted.

London Borough of BRENT

East Sussex County Council

COUNTY ADVISER FOR PHYSICAL EDUCATION

£8,217-£8,907 (Group 9)

Required from January, 1979. Applicants must be qualified teachers preferably with advisory experience. Please send brief curriculum vitae and names and addresses of two referees when requesting application form and further particulars which are obtainable from

East Sussex

The Chief Education Officer (IGM), P.O. Box 4, Lewes BN7 1SG. Closing date 19th September, 1978.

WILTSHIRE COUNTY COUNCIL Education Department

ADVISER/INSPECTOR FOR ENGLISH

£7,689-£8,373 per annum

A new post to cover the development of the learning of English at all ages but with emphasis on work in primary and secondary schools. The Adviser appointed will be expected to continue and reinforce the work in language development following the lines of the Bullock Report.

Requirements—a good honours degree in a relevant subject, first class teaching experience in secondary schools at Head of Department level.
Removal expenses up to £700 limit. Lodging allowance for up to six months.
Job specification and application form from Chief Education Officer, Education Department, County Hall, Gylfaes Road, Trowbridge, Wilt. Closing date 22nd September, 1978. Please quote reference No. NAT9404.

Royal County of BERKSHIRE

PROFESSIONAL ASSISTANT

£5,277-£6,342

Applications are invited from graduates with successful teaching experience for a first appointment in education administration. Duties will give the opportunity of broad experience of the education service in Berkshire, although initially appointment is expected to be in Schools Division. Forms and information from Director of Education (HLG), Kennet House, 80-82 King's Road, Reading (Reading RG5 8E1 Ext. 137). Closing date: September 22.

ilea INNER LONDON EDUCATION AUTHORITY

Staff Inspector for Art and Design

Salary range: £9,182.80-£10,235.80

(inclusive of London Weighting and Phase 2 Supplement with possible progress to £11,192.80) (under review)

The Staff Inspector will be responsible for advising upon all aspects of art and design education within primary, secondary and special schools and all establishments of further and higher education (including four major art schools) in the Authority. Applicants should be well qualified and should possess some expertise as artist, craftsman or designer. They should have gained wide and distinguished experience in teaching and in art and design education generally.

Details and application forms from the Education Officer (EO/Estab. 2A/1) Room 367, The County Hall, London SE1 7PB. Please enclose a stamped addressed foolscap envelope.
Forms to be returned by 22 September 1978.

ilea INNER LONDON EDUCATION AUTHORITY

District Inspector

Salary range: £8888.80-£9734.80

(inclusive of London Weighting and Phase 2 Supplement with possible progress to £10,640.80) (under review)

This post involves oversight of a district of inner London and advising on and inspecting education mainly in primary and secondary schools.

Candidates must be well qualified and have had substantial teaching experience in schools, and have carried a high level of responsibility. The successful candidate will also be expected to devote about one quarter of his/her time to work more generally in inner London in a team of specialist inspectors, under the leadership of a senior inspector. Applications from candidates with qualifications and experience in any discipline will be considered.

Details and application forms from the Education Officer (EO/Estab. 2A/1) Room 367, The County Hall, SE1 7PB. Please enclose a stamped addressed foolscap envelope.
Forms to be returned by 22 September 1978.

ilea INNER LONDON EDUCATION AUTHORITY

YOUTH SERVICE Deputy Principal Youth Officer

Salary Range: £7,888.80-£8,669.80

(Salary inclusive of London Weighting and Phases I and II supplements, Phase III not yet finalised)

This is a new position. Applicants should have an appropriate academic or equivalent qualification and should have held a senior post in the youth service. Proven management ability and experience are essential.

CAREERS SERVICE Deputy Principal Careers Officer

Salary Range: £7,888.80-£8,669.80

(Salary inclusive of London Weighting and Phases I and II supplements, Phase III not yet finalised)

Experience in the Careers Service or directly relevant work in a similar position together with the administrative experience appropriate to the direction of this large and expanding service. Possession of a qualification recognised by the Local Government Training Board would also be an advantage.

Application forms and further details from the Education Officer (EO/Estab. 2A/1) Room 367, The County Hall, London SE1 7PB. Please enclose a stamped addressed foolscap envelope.
Forms to be returned by 22 September 1978.

HERTFORDSHIRE COUNTY COUNCIL

East Herts Divisional
Education Officer

Owing to promotion the following professional vacancies exist in the Divisional Education Office:

(A) DEPUTY DIVISIONAL
EDUCATION OFFICERGrade 11.0 E/F £6,180 to £7,350 (inclusive).
Applicants should be graduates with good teaching experience. Some administrative experience is desirable, but not essential.(B) ASSISTANT DIVISIONAL
EDUCATION OFFICERGrade SO 1/2, £5,352 to £6,180 (inclusive).
Applicants should be graduates with good teaching experience and interested in beginning an administrative career.Applications in writing (no formal) from
Divisional Education Officer, Scott House,
Hagden Road, Hertford (Telephone:
Hertford 54242, ext. 5153), from whom
further details may be obtained.
Closing date October 2, 1978.ISLE OF WIGHT
COUNTY COUNCIL

Education Department

CAREERS OFFICER

AP4 Salary £4,245 to £4,632 per annum
Inclusive

The successful applicant (male or female) will be expected to undertake the full range of duties including liaison with industry and Careers guidance with pupils of all levels of ability in the High Schools and possibly independent schools. Every opportunity will be given to broaden experience. Applicants must hold a professional qualification for the Careers Service. Possession of a car and current driving licence is essential and an allowance is payable. Assistance will be given with relocation expenses and temporary accommodation where appropriate.

For an application form and job description please contact the County Personnel Officer, County Hall, Newport, Isle of Wight.
Closing date September 22, 1978.

Education Department

SENIOR CAREERS
OFFICER(Special Services)—Readvertisement
Salary (currently under review) within the scale £4,536 to £5,352

This is a key post and the successful candidate will be responsible directly to the Principal Careers Officer for the operation and development of the work of the Special Services Section of the Authority's Careers Service. Duties involve careers advice to six Special Schools, together with a number of special units and, in addition, other work connected with handicapped young people. The Officer will be based initially at the Farnham Careers Centre, but duties will extend over the whole of the Borough. Applicants must have served as a Careers Officer for an appreciable period, should possess a car and hold a current driving licence. A lump sum car allowance is available. Previous applicants for this post will automatically be considered.

CAREERS OFFICER

Salary (currently under review) within the scale of £3,564 to £4,917 (minimum of £3,564 for those with approved training).
The person appointed to this post will undertake careers work with school pupils and other young people in the Farnham and, initially, will be based at the Farnham Careers Office. Applicants should possess suitable qualifications and have had experience and/or training in the work of the Careers Service. Students who are due to complete a full-time training course for the Careers Service in December will also be considered. A car allowance is payable in accordance with the Council's scheme. Application forms and further details from Director of Education, Civic Centre, Leam Road, Hounslow, TW3 1PW, Tel. 01-870 7729, ext. 3631. Closing date: September 22, 1978.

Hounslow

ADMINISTRATION
Local Education Authority
continued

NORFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT

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6 Arlington Street
St. James's
London
SW1A 1RB

Dance

Virtues of vice

Rosemary Hartill

Seven Deadly Sins
London Coliseum

Take a quartet of traditional English song singers, the lasses dressed as gamblers, and all holding out an incomprehensible parody of a German beer-garden port-song; add Julie Covington dominating the stage with her acting presence but tied to the footlight mikes for amplification of her singing voice; mix in Sihnhua Davies from the London Contemporary Dance Theatre, dancing choreography of the piece with her acting presence but tied to the footlight mikes for amplification of her singing voice; and finally throw in a blow-up picture of two of Marilyn Monroe and a Mozart-sized orchestra with a lunatic and guitar aided on, all playing to a vast theatre—and you may have a glimpse of the uneasy, but certainly interesting, patchwork that makes up the English National Opera's new production at the London Coliseum at Brecht/Weill's *Seven Deadly Sins*.

To Brecht purists, the libretto's simplistic attack on the capitalist morality of the post-war bourgeoisie is unworthy of the master, but this production shows that, combined with Weill's direct and tightly knit score, this 40-minute piece of didactic cabaret satire still has theatrical punch.

It tells how Anna, a young coun-

try girl, gradually learns that in the world she must support, there is no room for idealism. Lust (love without monetary reward), Anger (opposition to injustice) and the other deadly sins of capitalism. To express her two-fold nature Brecht divided the part into the practical Anna 1, who sang and acted in the first 1933 performance in Paris by Lotte Lenya, the composer's wife, and the idealistic Anna 2, first danced by Tilly Losch to choreography by the 29-year-old Balanchine. The ENO production's choreographer is 29-year-old Richard Alston, whose work at the Riverside Studios in Hammersmith recently stirred up so much interest.

For both him and Sue Davies, this large-scale collaboration has been a new experience. Up to now both of them have been working as choreographers and dancers within the much less formal structures of the London Contemporary Dance Theatre and other, smaller modern dance groups.

"Dancing Anna 2 is probably the hardest thing I've ever done," says Sue Davies. "It could be so easy to cheer, to allow the audience by letting the dance rely on the story or the music rather than on its own expressiveness." Alston, too, has strong feelings about guarding pure dance. Brecht, he says, had no

real sense of movement in theatre. One of the early and important decisions he made when beginning work on *Seven Deadly Sins* was to reject the short mime scenes Brecht suggested in the scenario. "I dislike mime intensely. I like things that are very strong in themselves. To me, the less referential on or off form is the better. The one thing I wanted to avoid was wordless words."

Despite problems caused by the tightly packed set, Alston has created choreography that expresses with unforced simplicity Anna 2's innocence and vulnerability. "My horror," he says, "was to have one Anna as a monster, and the other as a feeble, jolly girl." Sue Davies, who plays the role of Anna 2, is a gentle, increasingly stifled Anna who avoids any such sentimentality.

This year, her strong ties with L.C.D.T. are loosening a little. She will continue to dance and choreograph for the show, but she is now working on a new ballet for five or six women dancers, but she will no longer tour. In the spring, she and Alston will be getting together again for a new black of work. After the complexities of *Seven Deadly Sins*, he is now breathing a sigh of relief at being able to return to the relative freedom of his old way of working with just a few favourite dancers. We shall see some of the results at Riverside in November.



Theatre

Mimics of madness

D. J. Hart on "Mary Barnes"

Mary Barnes
Studio of the Birmingham Repertory Theatre

Rarely have I felt such a sense of occasion as on the opening night of David Edgar's new play, *Mary Barnes*, at the Birmingham Repertory Theatre.

For the first time, I felt that the process has been so successful that it is, to an extent, understood. This reviewer, for example, has not only seen the play, but has also read the script.

In place of these two elements, it is also an historic occasion. For the first time since the founding of the Birmingham Repertory Theatre, the play is being performed in the theatre's new building, the Studio, which is a masterpiece of modern architecture.

Of the people involved in the original event—the theatrical community at Kingsley Hall in the East End of London around 10 years ago—only Mary's actual nurse, Dr. Berke, remains. He is played by the actor who resembles him, and who, in turn, resembles the real Dr. Berke.

The original experience has reached the theatre audience by a reductive process. The two separate accounts by Mrs. Barnes and Dr. Berke of the former's journey through madness are already in the book, retrospective. The roles (or

professions, as Dr. Berke would say) of the two characters are now being played by the same actor, David Edgar, who has written the play. This is a new experience, and it is one that is worth watching.

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Pioneering spirit

Stanley S. Segal on "Let's go"

Let's Go
Skills for the Mentally Handicapped
Twenty-two-minute television programme

SOCIAL SKILLS
Let's Go on a Bus
Let's Go and Buy Clothes
Let's Go to the Post Office
Let's Go and Telephone
Let's Go to the Cinema Again
Let's Go and Plan a Meal
Let's Go and Cook a Meal
Let's Go and Read a Book

LEARNING TOGETHER
Let's Go to the Cinema Again
Let's Go and Plan a Meal
Let's Go and Cook a Meal
Let's Go and Read a Book

WIDER HORIZONS
Let's Go and Find a Hobby
Let's Go with some more Hobbies
Let's Go and Find a Hobby
Let's Go with some more Hobbies

Let's Go to a Football Match
Let's Go and Join a Club

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Cinema

Learning the hard way

Cassandra Jardine

Why shoot the teacher? Directed by Sylvia Narizzano.
Mileage: 90 minutes. Released from September 14.

Two children in Canada, who played in the film *Why shoot the teacher?*, were asked: "What would you do if you were a teacher?"

Max (Bud Carr) having just graduated could not refuse the post of teacher in the ominously named town of Bloke in Saskatchewan. Times were hard there too: wheat, the staple crop, only fetched a quarter of the price it had four years ago and the farmers resented having to support a teacher on their meagre earnings.

His welcome was unambiguous: the wind howled, the snow glistened on the chemical laboratory and his attempts to talk jokes to the folk were greeted with hostile stares. "Bummed in the schoolhouse, miles from anywhere, with a dormitory for company and porridge for food, Max would have been out of the next train home had he not discovered that his salary came in the form of food and promissory notes, which he might as well eat too far all their value.

The children could not see the point of school except as an area for breaking previous records for getting rid of teachers. They had their strategies well worked out. Ranting from six to 15, all knowing similarly little regardless of their homing grades, they recognised the teacher who they saw one and Max Brown had that air about him.

Unable to afford the fare and scared of stowing away on the roof in case they went through a tunnel, Max had to stay on. Having met Alice Field (Samantha Eggar), mother of two of his pupils, he was keen to stay. Sheepily, amid the blubbery waxes of the other local women, Alice had come from England in the First World War, had married and lived in disarray and brooding isolation with a brutal husband. Max represented a link with civilization to her. He saw love for the first time in Alice. Together they roared Noël Coward's and the hopelessness of their situation bore on them.

We are led to believe that Max learns to cope with the children, his education culminating in the visit of the school inspector, whose Grandchild-like attitude leads him to speak out in favour of a form of education relevant to the children's lives. Instead of the inspector's general knowledge that the inspector hopes to find, from

than on he is accepted, and, even though he leaves with relief at the end of the year, he comes back, for more.

Fortunately, we are not shown much of his activities in the classroom apart from the occasional crisis which results in them being sent home early. How he overcomes the discipline problems or engaged the interest of that unruly crowd is left to our imagination. But that is a demand for more, not a criticism of a film that is both funny and moving in its depiction of the struggle to survive during the "Dirty Thirties".

Director Silvio Narizzano, whose previous films include *Loar* and *Georgia Girl*, achieves an appealing combination of sensitive techniques and thrills atmosphere. The period music creates the frantic scrocco affect of the silent movies, the characters are all uncompromisingly black and white. Bud Carr, the teacher, looks unusually like Mickey Rooney, and the young Max and Alice are played by actors who resemble them. The number of the other residents is reduced and some are conflated.

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Liquorice allsorts

Peter Fanning on the Young Vic Youth Theatre

A scaffolding platform, a posse of posters displaying the Elvis of GI Blues, Carnaby Street Signs, Sergeant Pepper, Beatles, Saturday Night Fever and the Sex Pistols—20-year catalogue of teenage idols inaugurates the Young Vic Youth Theatre production: *Teenagers on "Teenage Waves"*.

It sounds a bit self-conscious, especially when backed by Michael Eyal's words in the *Sunday Times*: "The Young Vic Youth Theatre, which was founded in 1947, London theatre, Peter Fanning's new play, *Teenage Waves*, is a new play, England's My Own and Soldier Boy have already been seen at the Young Vic Youth Theatre."

Not a whit. The social disaffection that has been the Young Vic's trademark since its founding in 1947, London theatre, Peter Fanning's new play, *Teenage Waves*, is a new play, England's My Own and Soldier Boy have already been seen at the Young Vic Youth Theatre."

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Village idyll

Frances Hill

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Frances Hill

Propagating the myth

Anthony Glees on a film about Hitler

A controversial film about Hitler, which caused an outcry when first screened in Germany, has now come to London.

Hitler, a career sets out to show that the Germans who supported Hitler had a very understandable and justified reason for doing so. It has been constructed from mainly Nazi sources by political lecturer Joachim Fest, author of a standard work on Hitler, and is specifically designed to educate those who are too young to remember the Hitler years.

Fest's *Hitler* is about political success. We participate in Nazi rallies and pageants, we look in dark beer halls while the Fuehrer speaks, we accompany him on some of his many German tours and thank him for the gifts he has brought us. We share his home life.

Fest tries to prove that Hitler's appeal was based on his dazzling ability to project himself, to shine as a charismatic superior, a man who had to be accompanied by a large number of those who chose not to see the whole truth.

The Nazi regime, the Nazis' support, however, did not lie with either of these groups but with those individuals who liked fascism, who thought that violence and terror were more effective forms of political activity than parliamentary democracy.

Fest's film, however, is too long and too cluttered. It is a pity that it is not more widely seen, for it is a film that all those who are interested in the history of the Third Reich should see.

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Briefings

Radio and tv

Open University

Investing in Your Children's Future (Saturday 11.50; BBC2)

A unit in the course "Economics and Education Policy" looks at different ways of obtaining the best education for our children. Investing for God (Saturday 12.15; Thursday 18.40; BBC2)

Extracts from Becker's classic followed by discussion. *Case Study of a State Teacher* (Saturday 14.40; BBC4)

What techniques are available to the specialist teacher of the non-reader. *Modelling Cranes* (Sunday 18.30; Monday 18.10; BBC2)

Why don't cranes fall down? This programme looks at the elementary statics behind crane design.

FE and general interest
Help Your Neighbour to Learn English (Sunday 11.45; BBC1)

A special preview programme to introduce those willing to help. *Alone speak English to "Paroli"*. These latter drama-based programmes are given a rerun.

The Red Ties (Sunday 12.30; ITV)
The final programme looks at the last years of Stalin's rule. Is Stalin dead? It shows how, despite his denunciations, the Soviet Union still remains Stalin's country.

Credit (Sunday 18.25; ITV)
Topical film report on religious and moral issues. Will the election of a new Pope mean changes in sexual ethics?

Meditation (Monday, 18.30; Radio 3)
Peter Russell discusses transcendental meditation and its value. *The Story Beneath the Sands* (Tuesday, 17.10; BBC1)

This programme, on English lecturer John Costello, explores the origins of six Middle Eastern legends which inspired early architecture. *Disraeli: Portrait of a Romantic* (Tuesday, 20.45; ITV)

The account of a four-part dramatization of the life of Disraeli. *The School Years* (Thursday, 19.00; Radio 3)

The search for identity. Features the problems faced by adolescents in developing a strong sense of identity. Could parents and schools do more to help?

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